

# Statewide Model Programs of Study

## Finance and Business Services

March 15, 2022  
Thank you for joining!  
We will get started shortly.



# Quick Notes

- We highly encourage you to use the Q&A and Chat Box
- This webinar is being recorded
- The slide deck link will be shared in the chat

# Agenda

- Welcome from ICCB and EdSystems
- Background on Model POS Guides
  - Policy Alignment
  - Role of Advisory Committee
- Model POS Mapping Process
- Review of POS Guide for Finance and Business Services
- POS in Action: Township High School District 211
- Feedback and Next Steps



# Welcome from Illinois Community College Board



**Janelle Washington**  
Director for CTE



# EdSystems Staff



Juan Jose Gonzalez  
Pathways Director



Meagan Mitchell  
Pathways Manager



# The EdSystems Mission

Shape and strengthen education and workforce systems to advance racial equity and prepare more young people for productive careers and lives in a global economy.



**College &  
Career Pathways**



**Bridges to  
Postsecondary**



**Data Impact &  
Leadership**



**Statewide**



**Community Networks**



**Innovation**

# Background on Model Programs of Study



# Why Develop Statewide Model Programs of Study?

The primary purposes and goals for the Model Programs of Study Guides are to:

- Provide guidance and exemplars for local programs to adopt or customize as they develop programs of study for approval as part of the [Perkins V Plan](#).
- Identify priority dual credit and early college courses that are foundational to the industry area and well-situated for statewide scaling and articulation.
- Define the competencies that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area.
- Identify entry points for employers to support coursework and related experiences.



# Why Develop Statewide Model Programs of Study? Pt. 2

Intended audiences:

- High school faculty working in pathways
- Community College faculty and staff (e.g. academic deans & department heads, early college liaisons, etc.)
- Education for Employment System Directors

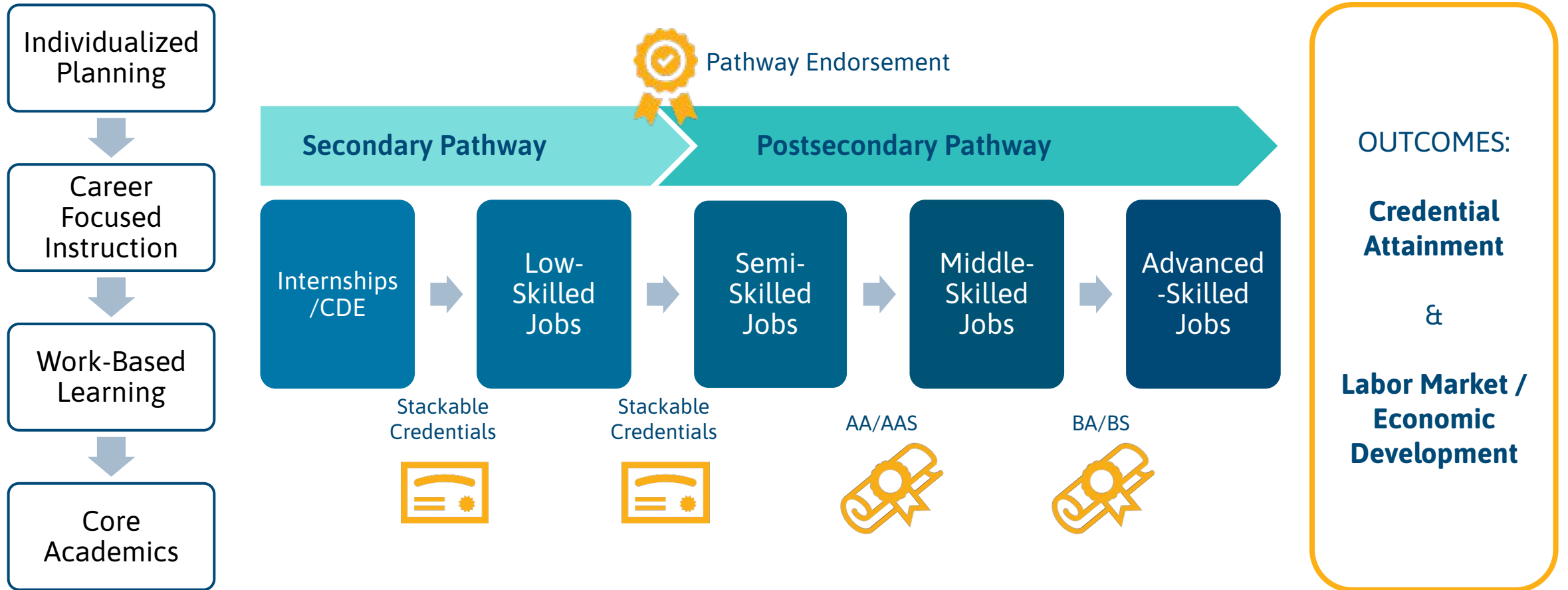
Subsequent Presentations

- April 19: Arts and Communications



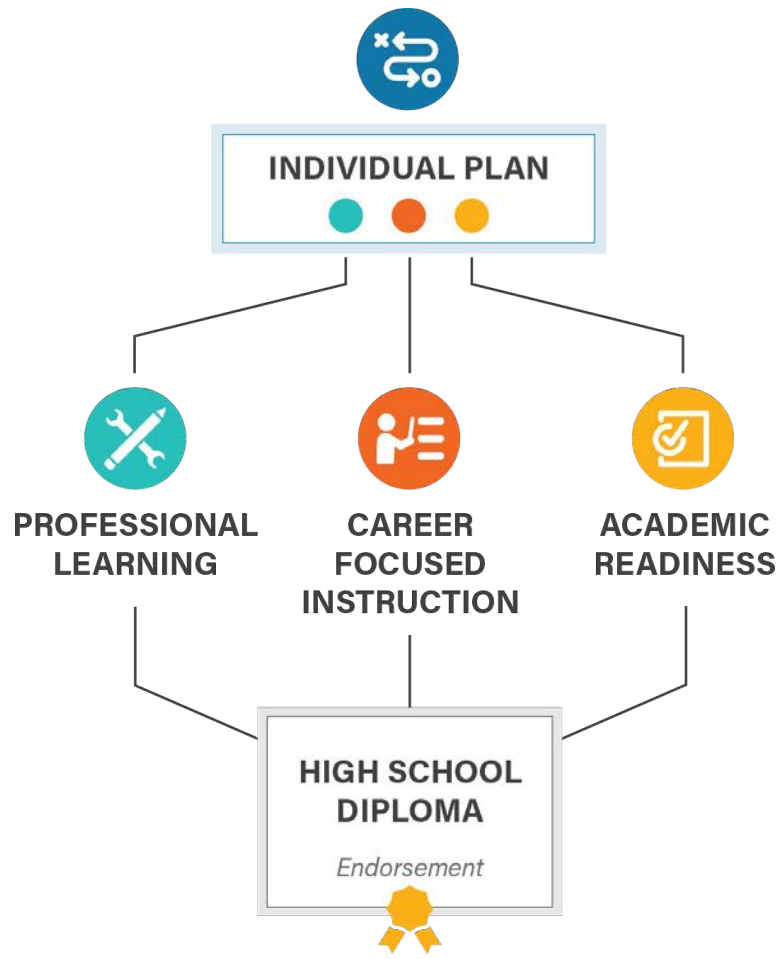


# State Pathways Model





# College and Career Pathway Endorsement Framework



## INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

## PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

*Through these experiences, a student gains essential employability and technical competencies in their identified sector.*

## CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction			
	Skill Development		
			Capstone / Advanced Courses

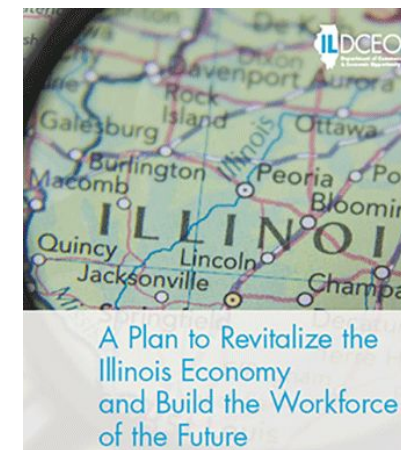
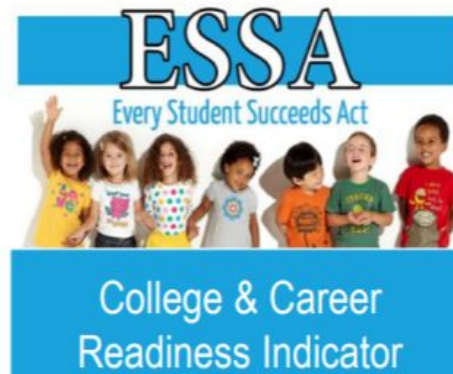
## ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

# Policy Alignment



TEACH ILLINOIS  
STRONG TEACHERS, STRONG  
CLASSROOMS  
POLICY SOLUTIONS TO ALLEVIATE TEACHER SHORTAGES IN ILLINOIS  
SEPTEMBER 2018  
ILLINOIS STATE BOARD OF EDUCATION

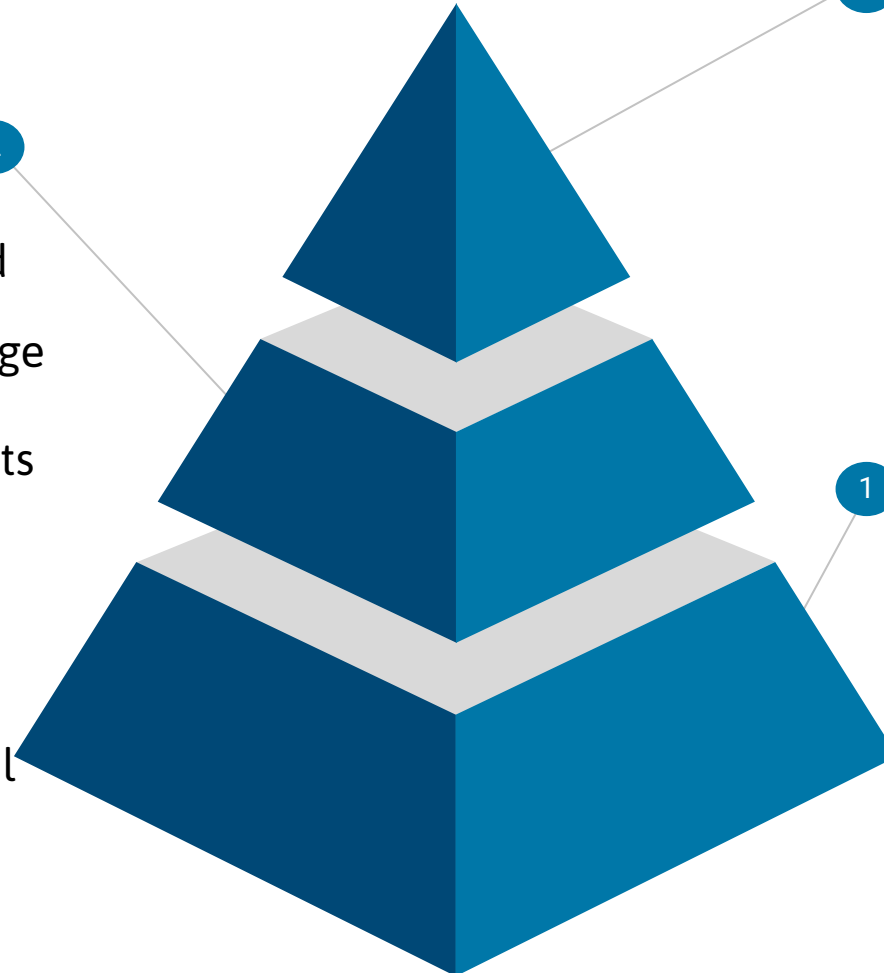


# State Pathways Policy Framework: College, Career and Life Ready

## Accelerated Towards a Career Area

- Multiple years of coursework, increasing commitment to the field
- Emphasis on Early college coursework in “Career-focused” subjects
- Courses go Beyond Traditional High School CTE and Industry Credentials, include Complementary General Education Courses

2



3

## Academically Ready for College

- Required success in College-Level, career-focused coursework and electives
- Required placement college-level placement in Math and English (through collaboration with local Community College)

1

## Foundational Skills for All Careers

- General employability and entrepreneurial skills embedded in HS experience
- Student have a familiarity with work-based setting and robust experience in problem-based learning





## 2020 Guides

- Education
- Health Sciences
- Information Technology
- Manufacturing and Engineering

[edsystemsniu.org/guides](https://edsystemsniu.org/guides)

## 2021 Guides

- Agriculture, Food and Natural Resources
- Architecture, Construction and Energy
- Arts and Communications
- Finance and Business Services







# Role of Advisory Committee

## Expertise and guidance:

- What are trends in the industry that aren't reflected in Labor Market Information?
- What credentials/degrees are emerging as most promising in the field?
- How does our desk analysis relate to on-the-ground implementation?
- What are future of work implications for this sector?

## Inform key decision-points in this process:

- Pathway map approach
- Selecting strategic early college credit courses
- Identifying key competencies (building from existing State technical competencies)



# Mapping Process



# Model Programs of Study Mapping Process



**6 month process**





# Model Programs of Study Mapping Process





# High Priority Occupations & Promising Credentials

- Using Department of Labor data and the MIT Living Wage Calculator for the State of Illinois as a reference, High Priority Occupation defined
  - Occupations with a positive growth outlook and
  - Occupations whose salaries are near or greater than the “Living Wage” of 1 Adult + 1 Child in Illinois.
- A “promising credential” is a degree or college certification that immediately prepares an individual for **entry into a high-priority occupation**, with a focus on credentials available in **typical Illinois Community College**.
  - Credential may also be is a **clear precursor to or stackable credential** for a high-priority occupation



<b>Finance/Business Example</b>	Median Wage Hourly	Living Wage?	Growth?	Entry Education	Annual Job Openings	Percentage Growth (2016-2026)
<a href="#">Accountants and Auditors</a>	 33.89	Yes	Yes	Bachelor's Degree	5,510	8%
<a href="#">Business Operations Specialist</a>	 36.81	Yes	Yes	Bachelor's Degree		
<a href="#">Financial Analyst</a>	 39.29	Yes	Yes	Bachelor's Degree	1,310	7%
<a href="#">Actuary</a>	 49.34	Yes	Yes	Bachelor's Degree	140	23%
<a href="#">Market Research Analysts and Marketing Specialists</a>	 29.15	Yes	Yes	Bachelor's Degree	2960	22%
<a href="#">Human Resource Specialist</a>	 28.79	Yes	Yes	Bachelor's Degree	2230	6%
<a href="#">First-Line Supervisor of Retail Sales Workers</a>	18.74	No	Yes	High school diploma	5,620	3%
<a href="#">First-Line Supervisor of Office &amp; Administrative Support Workers</a>	 28.3	Yes	No	High school diploma	4,450	0%
<a href="#">First-Line Supervisor of Non-Retail Sales Workers</a>	 34.04	Yes	Yes	High school diploma	1,070	3%
<a href="#">Human Resource Assistant</a>	 19.49	No	No	Postsecondary nondegree award	380	-4%
<a href="#">Lodging Manager</a>	21.62	No	Yes?	High school diploma or equivalent	180	9%
<a href="#">Insurance Claims and Policy Processing Clerks</a>	19.94	No	Yes	High school diploma or equivalent	1090	10%

# Common CC Programs



# Leading to Occupations/Careers

## Guided Transfer

- Business AA<sup>\*\*^^</sup>
- Accounting AA<sup>\*\*^^</sup>
- Actuary AA<sup>^^</sup>

## Business AAS, with specialities/certs<sup>^^</sup>

- General,<sup>\*\*</sup>
- Insurance,
- HR,<sup>\*\*</sup>
- Entrepreneurship,<sup>\*\*</sup>
- Management,<sup>\*\*</sup>
- Marketing,<sup>\*\*</sup>
- Hospitality<sup>\*\*</sup>

## Supply Chain

- Supply Chain AAS, AA/AS<sup>^^</sup>

## Accounting

- Accounting AAS<sup>\*\*^^</sup>

## Entry Level Bachelor's Degree Positions

- Business Operations Specialist OR Financial Analyst OR Market Research Analysts OR Human Resource Specialist
- Accountants and Auditors
- Actuary

## Small/Local Business

- First-Line Supervisor of Retail Sales Workers OR Office & Administrative Support Workers OR First-Line Supervisor of Non-Retail Sales Workers
- Human Resource Assistant OR Lodging Manager OR Insurance Claim Clerk

## Supply Chain

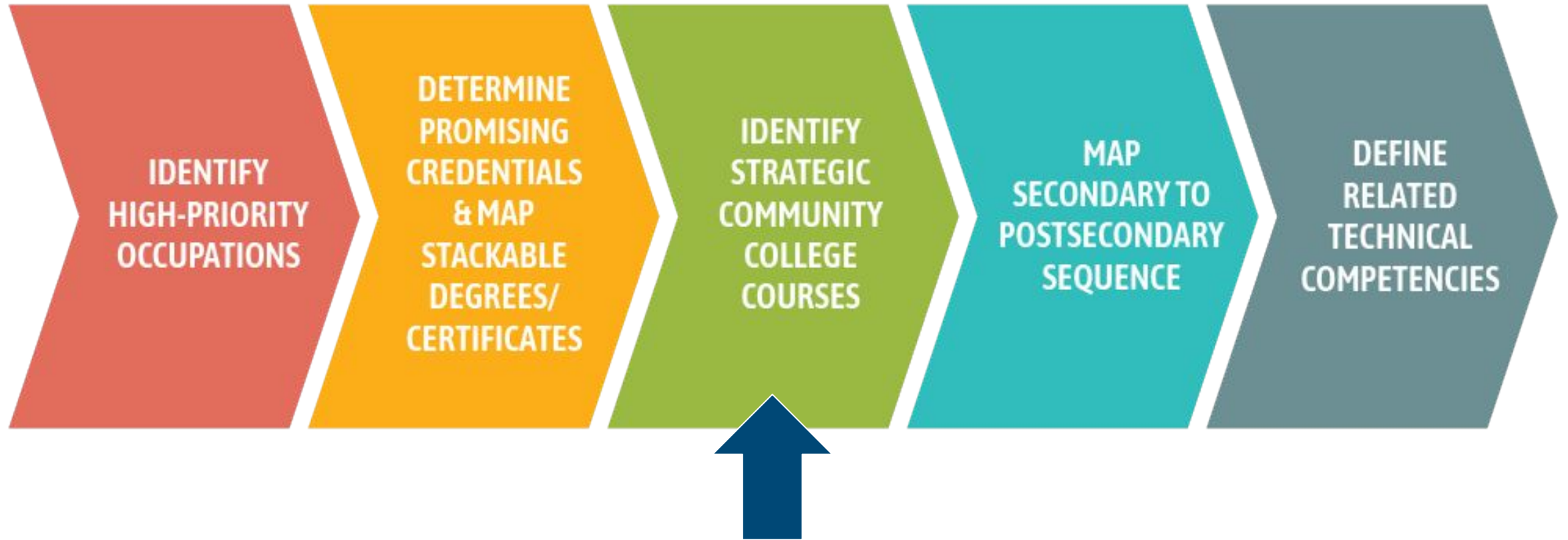
- Supply Chain Manager OR Production, Planning, & Expediting Clerks

## Clerk Roles

- Payroll & Timekeeping, OR, Bookkeeping, Accounting, & Auditing Clerk, OR Billing and Posting Clerks



# Model Programs of Study Mapping Process







# Identify Strategic Community College Courses

- Analyze “promising credential” program requirements at various Community Colleges in the state
- **Tally and label** all of the “career-focused” & “general education” courses across programs to determine which of these courses:
  - Are **most common** across targeted programs,
  - Are more likely **accessible** for dual credit, and
  - Have the potential for **transferability** and currency (through the Illinois Articulation Initiative) or have **industry credentials**



# Identify Strategic Community College Courses

Finance/Business careers, courses .XLSX


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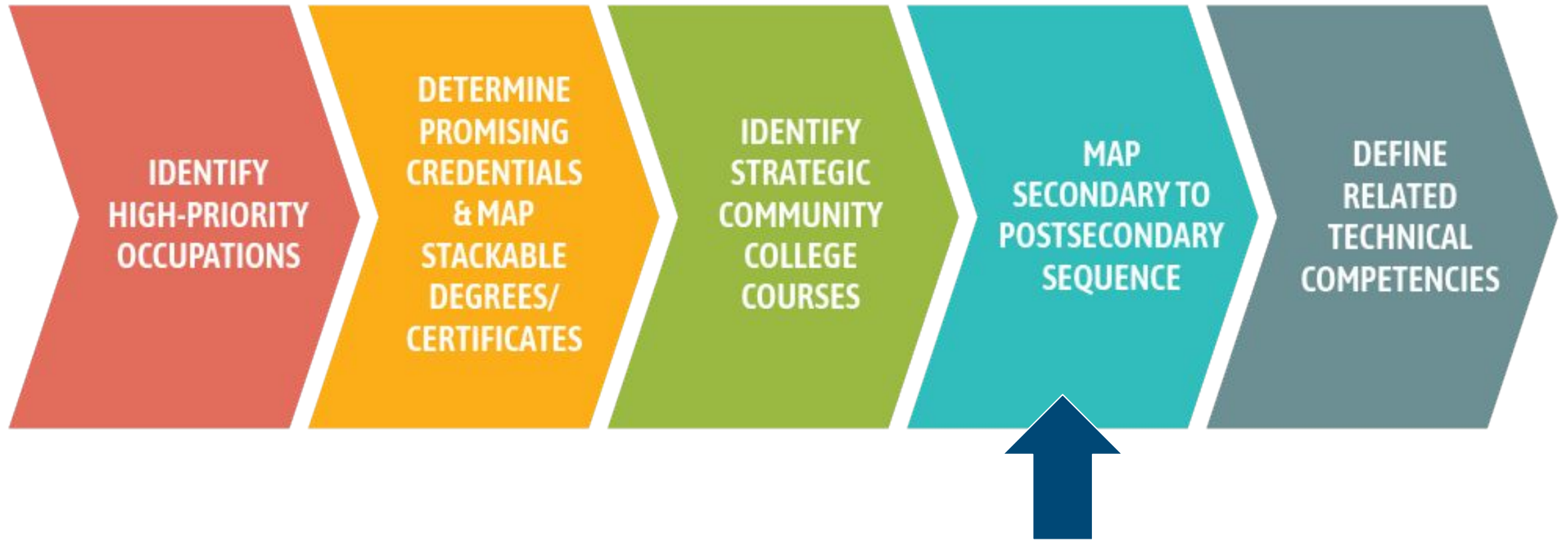
Course Code	Course Title	Common Name	Prerequisites	IAI Code	Notes	Sum	Is course a Key PreReq for other courses	IAI Course?	Accounting AA	Accounting AAS	Insurance AA	Business Administration Advanced Certificate
3 Business 111	Introduction to Business	Intro to Business	None			7	1		1	1		
4 Business 181	Financial Accounting	Financial Accounting	College Level Math Pla	BUS 903		9	1	1	1	1	1	
4 Business 182	Managerial Accounting	Managerial Accounting	Business 181	BUS 904		9	1	1	1	1	1	
21	CCC	3 Speech 101	Fundamentals of Speech C	Oral Communication	College Level English P C2 900	5	1	1				

21 22 23 24 25 26 27 28

Pivot Table 3 Sheet6 Combined Course Listings Pivot Table Courses 1 CCC Course Listings ECC Course Listings Explore



# Model Programs of Study Mapping Process







# Map Secondary to Postsecondary Sequence

- Recommend early college courses reasonably accessible to HS students, goal is to at least get **6+ career-focused** credit hours by HS graduation
- Keep open possibility for unique opportunities, i.e. work-based learning or capstone course
- Consider typical teacher and faculty credentials, as well as course delivery and approval processes
- Suggest initial post secondary courses and sequences that continue to accelerate student
- Recommend sequence in general education subject areas, including early college and AP supplements



# Model Programs of Study Mapping Process







# Define Related Technical Competencies for Key Courses

- Select foundational courses in each Model Programs of Study area
  - Courses map to multiple credentials within the industry area,
  - Can be accessed for early college credit at secondary level, and
  - Not currently recognized by the IL Articulation Initiative (IAI)
- Determine a set of technical competencies for each course (i.e. learning objectives)



State of Illinois  
Model Programs of Study Guide:  
**Finance and Business Services**

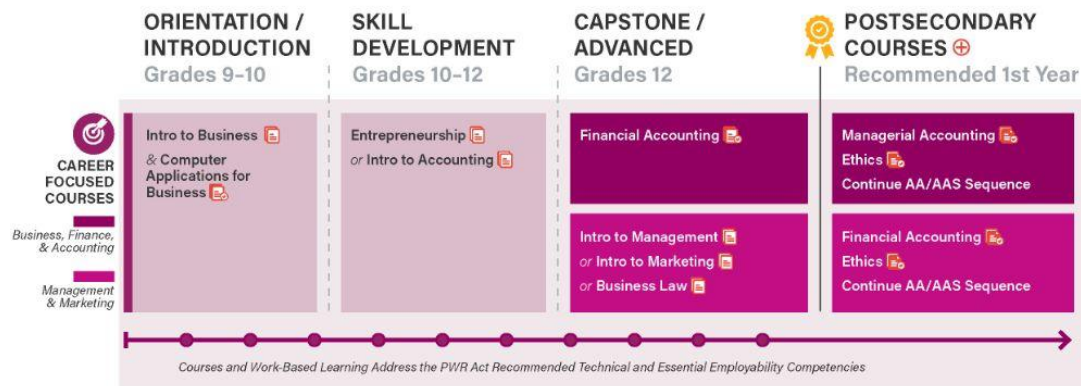
August 2021



# Review of the Finance and Business Services Guide



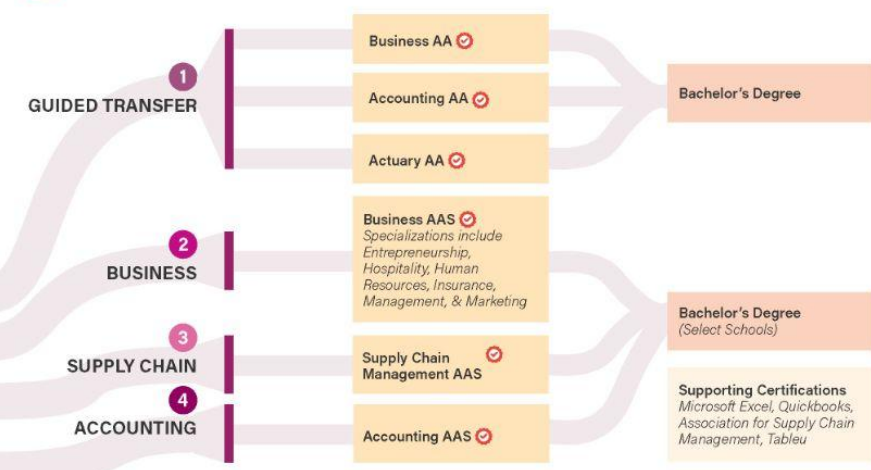
# Model Programs of Study Guide: Finance and Business Services



WORK-BASED LEARNING	Grades 9-10	Grades 10-12	Grades 12	Recommended 1st Year
<p>Career Exploration (2) * Team-Based Challenge *</p> <p>* May be offered through Career and Technical Student Organizations (CTSOs) including Business Professionals of America (BPA), Future Business Leaders of America (FBLA), Illinois DECA, Inc., and SkillsUSA Illinois. Programs like "Incubatoredu" and "The CEO" are examples of Team-Based Challenges embedded in courses.</p>	<p>Team-Based Challenge *</p> <p>Career Development Experience or Youth Apprenticeship</p>	<p>Team-Based Challenge</p> <p>Career Development Experience or Apprenticeship</p>	<p>Team-Based Challenge</p> <p>Career Development Experience or Apprenticeship</p>	
<p>Science Sequence</p>	<p>Science Sequence</p>	<p>Science Sequence</p>	<p>Science Sequence</p>	
<p>Social Science Sequence</p>	<p>Social Science Sequence</p>	<p>Microeconomics &amp;/or Macroeconomics</p>	<p>Microeconomics &amp; Macroeconomics or Psychology</p>	
<p>Algebra/Geometry</p>	<p>Algebra 2/Precalculus</p>	<p>College Algebra or Calculus or Statistics</p>	<p>Calculus &amp; Statistics</p>	
<p>Algebra/Geometry</p>	<p>Geometry/Algebra 2</p>	<p>Transitional Math: STEM or Transitional Math: Quantitive Literacy Statistics</p>	<p>College Algebra &amp; Statistics</p>	
<p>English Sequence</p>	<p>English Sequence</p>	<p>Transitional English or English Composition</p>	<p>English Composition Business Communications Oral Communication</p>	

AP or Dual Credit  
 Dual Credit Course  
 Dual Credit Course Affiliated With IAI Code  
 Course or Program Prepares for Industry Credential  
 Postsecondary Course Affiliated with IAI Code  
 College and Career Pathway Endorsement Earned  
 If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses

## POSTSECONDARY OPTIONS



## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child <sup>1</sup>	Median Hourly Wage <sup>2</sup>	Growth in IL: Annual Job Openings <sup>2</sup>	Growth in IL: % Change Over 10 years <sup>2</sup>	Stackable?
1 Guided Transfer	Accountants and Auditors	Y	\$33.89	5,510	8%	Typically Stacks to Required Bachelor's Degree
	Actuary	Y	\$49.34	140	23%	
	Business Operations Specialist	Y	\$36.81	5,011	2%	
	Financial and Investment Analyst	Y	\$39.29	1,310	7%	
	Human Resource Specialist	Y	\$28.79	2,230	6%	
2 Business	Market Research Analysts and Marketing Specialists	Y	\$29.15	2,960	22%	Typically Stacks to Related Bachelor's Program at Select IL Universities or with Additional Coursework
	First-Line Supervisor of Office & Administrative Support Workers	Y	\$28.30	4,450	0%	
	First-Line Supervisor of Non-Retail Sales Workers	Y	\$34.04	1,070	3%	
3 Supply Chain	Human Resource Assistant	N	\$19.49	380	-4%	
	Transportation, Storage, and Distribution Managers	Y	\$44.79	720	7%	
4 Accounting	Production, Planning, Expediting Clerks	Y	\$23.01	1,450	6%	
	Payroll & Timekeeping Clerk	Y	\$24.18	500	-3%	
	Bookkeeping, Accounting, Auditing Clerks	Y	\$20.17	6,170	-3%	

1. Living wage calculations are based on: Glasmeier, Amy K. Living Wage Calculator. 2020. Massachusetts Institute of Technology. [livingwage.mit.edu](http://livingwage.mit.edu). As of January 2021 for the state of Illinois, the "Living Wage" for 1 Adult + 1 Child equaled \$26.27/hour and "near" defined as 85% of that statewide living wage, was \$22.33/hour. In March of 2021, the Living Wage calculator updated its calculations for Illinois, but information presented in this guide reflects the wage levels as of January 2021, when the project team conducted its analysis.  
 2. U.S. Department of Labor, CareerOnestop ([careeronestop.org/explorecareers](http://careeronestop.org/explorecareers)), Illinois Department of Employment Security Virtual Labor Market Information ([www2.illinois.gov/ides](http://www2.illinois.gov/ides))





## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

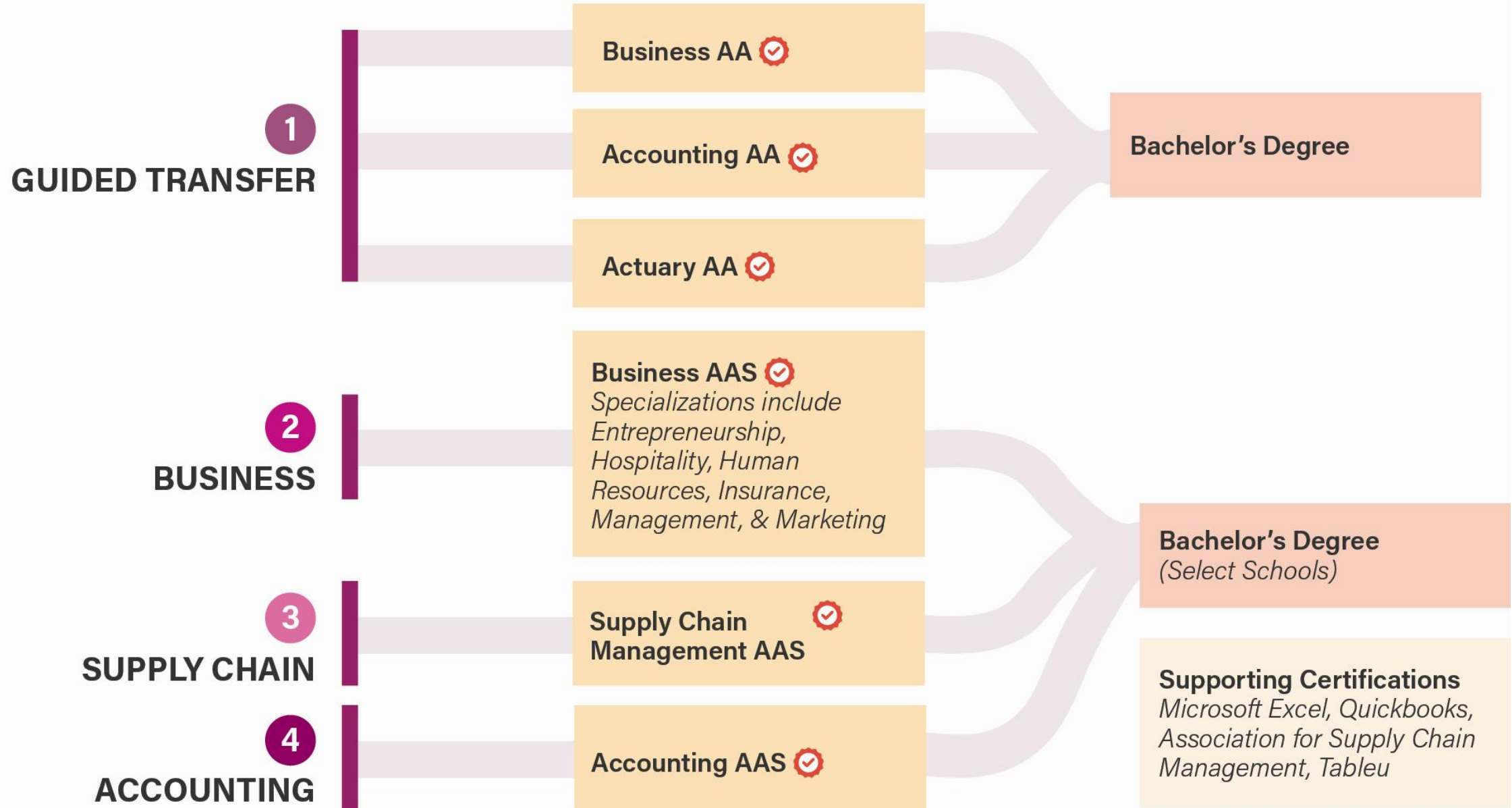
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# POSTSECONDARY OPTIONS



**ORIENTATION / INTRODUCTION**  
Grades 9-10

**SKILL DEVELOPMENT**  
Grades 10-12

**CAPSTONE / ADVANCED**  
Grades 12



**POSTSECONDARY COURSES** ⊕  
Recommended 1st Year



**CAREER FOCUSED COURSES**

Business, Finance, & Accounting

Management & Marketing

Intro to Business & Computer Applications for Business

Entrepreneurship or Intro to Accounting

Financial Accounting

Intro to Management or Intro to Marketing or Business Law

Managerial Accounting Ethics Continue AA/AAS Sequence

Financial Accounting Ethics Continue AA/AAS Sequence



Courses and Work-Based Learning Address the PWR Act Recommended Technical and Essential Employability Competencies



**WORK-BASED LEARNING**

Career Exploration (2) \*  
Team-Based Challenge \*

Team-Based Challenge \*  
Career Development Experience or Youth Apprenticeship

Team-Based Challenge  
Career Development Experience or Apprenticeship

\* May be offered through Career and Technical Student Organizations (CTSOs) including Business Professionals of America (BPA), Future Business Leaders of America (FBLA), Illinois DECA, Inc., and SkillsUSA Illinois. Programs like "Incubatoredu" and "The CEO" are examples of TBC embedded within courses.



AP or Dual Credit



Dual Credit Course



Dual Credit Course Affiliated With IAI Code



Course or Program Prepares for Industry Credential



Postsecondary Course Affiliated with IAI Code



College and Career Pathway Endorsement Earned



If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses



**ORIENTATION / INTRODUCTION**  
Grades 9-10

**SKILL DEVELOPMENT**  
Grades 10-12

**CAPSTONE / ADVANCED**  
Grades 12




**POSTSECONDARY COURSES**   
Recommended 1st Year



Science Sequence

Biology 

Chemistry 

Biology for Science Majors 

General Chemistry 

Anatomy & Physiology I / II

Microbiology



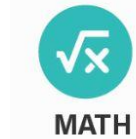
Social Science Sequence

Social Science Sequence

Psychology 

Psychology 

Sociology 



Algebra

Geometry

Geometry

Algebra 2

Pre-Calculus

Transitional Math:  
Quantitative Literacy Statistics

Pre-Calculus

Calculus 

General Education Math 


General Education Math 




English Sequence

English Sequence

Transitional English

English Composition 

English Composition 

Oral Communication 



AP or Dual Credit



Dual Credit Course



Dual Credit Course Affiliated With IAI Code



Course or Program Prepares for Industry Credential



Postsecondary Course Affiliated with IAI Code



College and Career Pathway Endorsement Earned



If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses

## INTRO TO BUSINESS

### Key Competencies

<b>Analysis and Decision Making</b>	<ul style="list-style-type: none"><li>• Student will be able to describe and model basic principles and critical thinking skills for sound business decision-making.</li></ul>
<b>Business Language and Terms</b>	<ul style="list-style-type: none"><li>• Student will have a broad understanding of business terminology, technology and communications.</li></ul>
<b>Operations, Planning, and Management</b>	<ul style="list-style-type: none"><li>• Students can identify and describe the functional areas of a business plan and the value proposition of a business.</li><li>• Students can discuss human resources management issues including employee-management issues, and motivation.</li></ul>
<b>Roles and Experiences in Business</b>	<ul style="list-style-type: none"><li>• Students can distinguish between the various business roles within business enterprises so that students may explore robust careers, including roles in management, accounting, marketing and finance.</li></ul>
<b>Communications and Marketing</b>	<ul style="list-style-type: none"><li>• Students can function effectively in today's diverse workplace through use of sound interpersonal skills and basic information technology, including digital communication.</li></ul>
<b>Diversity in the Workplace</b>	<ul style="list-style-type: none"><li>• Students will understand and appreciate diversity principles and apply them in the workplace.</li></ul>
<b>Ethics</b>	<ul style="list-style-type: none"><li>• Students can identify ethical standards in business and apply these standards in decision-making and to issues of social responsibility.</li></ul>
<b>Global Enterprise and the Market System</b>	<ul style="list-style-type: none"><li>• Students can use a basic or rudimentary understanding of micro- and macro-economics concepts to describe how businesses operate in our modern political, social and economic environment at a local, national and international scale.</li><li>• Students can define small business and entrepreneurship and how they fit within the american free enterprise and economic system.</li></ul>
<b>Private Ownership and Capital</b>	<ul style="list-style-type: none"><li>• Students can describe the different forms of legal ownership, including corporations, franchises, and other small businesses</li></ul>

# Strategic Dual Credit Course Competencies



## ENTREPRENEURSHIP

### *Key Competencies*

<b>Business Fundamentals</b>	<ul style="list-style-type: none"><li>• Students will have a sufficient basic understanding of business language and concepts to analyze case studies, financial statements, marketing, management, and legal issues relating to starting a business.</li></ul>
<b>Capital and Financing</b>	<ul style="list-style-type: none"><li>• Students will investigate financial options to test the viability of starting a business and describe the sources and methods of financing contingent on the business ownership model.</li></ul>
<b>Initial Concept and Business Plan</b>	<ul style="list-style-type: none"><li>• Students will develop a startup concept in any business environment and construct an initial business plan for this venture.</li></ul>
<b>Entrepreneurship and Society</b>	<ul style="list-style-type: none"><li>• Students can apply entrepreneurial concepts, practices and theories to everyday case studies and examples.</li><li>• Students will display the entrepreneurial skills needed for a business by describing the needed aspects of time management, team-building, and organization to set timely and measurable goals leading to project completion.</li><li>• Students can explain how entrepreneurs have helped shape modern society.</li></ul>
<b>Market Research and Implementation Strategy</b>	<ul style="list-style-type: none"><li>• Students will be able to create an investigative analysis to evaluate the risks, legal implications, and feasibility of a business opportunity.</li><li>• Students will be able identify the appropriate business structure and ownership model necessary to start a business and describe, in detail, the essential elements and resources needed for success.</li><li>• Students will be able to describe and apply the iteration process to test the viability of a product or idea.</li><li>• Students can, using marketplace data, develop marketing and sales plans including promotional strategies.</li></ul>
<b>Business Communications</b>	<ul style="list-style-type: none"><li>• Students will display the communication skills necessary to be able to pitch a startup idea to a target audience of experts.</li></ul>

# Strategic Dual Credit Course Competencies



# Model Programs of Study in Action: Township High School District 211





# Township High School District 211



**Michele Napier**

Director of College & Career Readiness  
mnapier@d211.org  
847.755.6620



**Patti Ertl**


District Chair, Business Education  
pertl@d211.org  
847.755.3610

# Snapshot: Township High School District 211

**Mission Statement:** *Township High School District 211 serves the educational needs of the community inspiring all students to successfully contribute to the world.*

- Five high schools and two alternative high schools
- Current enrollment of 11,830
- Serving the Northwest suburbs of Chicago: Hoffman Estates, Inverness, Palatine, and Schaumburg, and parts of Arlington Heights, Elk Grove Village, Hanover Park, Rolling Meadows, Roselle, Streamwood, and South Barrington
- Curriculum of more than 270 courses, a six-week summer school, and advanced placement opportunities in 34 subjects
- District 211 offers 66 dual credit courses with local colleges, including Harper College, Triton College, and College of DuPage, as well as with the University of Illinois and the University of Iowa


## Township High School District 211 Facilities

 **James B. Conant High School**  
700 E. Cougar Trail  
Hoffman Estates, IL 60169-3659  
(847) 755-3600 • chs.d211.org

 **William Fremd High School**  
1000 S. Quentin Road  
Palatine, IL 60067-7018  
(847) 755-2600 • fhs.d211.org


 **Hoffman Estates High School**  
1100 W. Higgins Road  
Hoffman Estates, IL 60169-4050  
(847) 755-5600 • hehs.d211.org

 **Palatine High School**  
1111 N. Rohlwing Road  
Palatine, IL 60074-3777  
(847) 755-1600 • phs.d211.org

 **Schaumburg High School**  
1100 W. Schaumburg Road  
Schaumburg, IL 60194-4150  
(847) 755-4600 • shs.d211.org

 **G.A. McElroy Administration Center**  
1750 S. Roselle Road  
Palatine, IL 60067-7336  
(847) 755-6600 • adc.d211.org

## District 211 Alternative High Schools

 **District 211 North Campus**  
355 E. Illinois Avenue  
Palatine, IL 60067-7132  
(847) 755-6700 • ncam.d211.org

 **Higgins Education Center**  
1030 W. Higgins Rd.  
Hoffman Estates, IL 60169-4200  
(847) 755-6640 • cntr.d211.org

# TOWNSHIP HIGH SCHOOL DISTRICT 211

## Business Education Department



### TECHNOLOGY

- \*Technology Applications
- Social Media for Business
- Desktop Publishing – Independent Study



### COLLEGE PREP

- Business Explorations
- Topics in Marketing
- \*Accounting I - Financial
- \*Business Management
- Business Law
- Finance & Investing
- \*Business Incubator
- \*QuickBooks
- Accounting 2 - Managerial



### CAREER PREP

- Practices in Entrepreneurship
- Practices in Entrepreneurship – Independent Study
- Business Internship
- Career Exploration and Global Competitive Skill Development



# District 211 Pathway Curriculum

## Dual Credit Partnership with Harper College

Technology Applications

Business Management

Accounting I - Financial

QuickBooks

Entrepreneurship

## Additional Pathway Courses - Dual Credit

Calculus for Business & Social Science

Fundamental of Speech

Composition

Intermediate Spanish, French, and/or German II

Introduction to Psychology

Biology Survey

## Preparing for College Readiness

Transitional English & Math Courses

## Certifications

Microsoft Office Specialist - Excel

QuickBooks

## Team Based Challenges

Technology Applications

Business Management

Accounting I - Financial

Business Incubator (Entrepreneurship)

## Career Exploration

Business Professionals of America

Career Advisors

School Counselors



## Business Administration: Sample Transfer Plan

*This sample transfer planning guide meets the requirements of the Associate in Arts degree and follows the Illinois Articulation Initiative business administration baccalaureate major recommendations. Students choosing to follow this sample plan need to choose the major of Associate in Arts if needing financial aid. Students will choose a major within the business field at the four-year institution they attend. Transfer institution requirements may vary - students should check individual college/university requirements before completing the sample plan as outlined. Baccalaureate admission may be competitive. Completion of these courses alone does not guarantee admission.*

### FIRST SEMESTER:

Number	Course Title	Credits
ECO 211	Microeconomics .....	3
ENG 101	Composition .....	3
MGT 111	Introduction to Business Organization .....	3
MTH 134	Calculus for Business and Social Sciences <sup>1</sup> .....	4

### SECOND SEMESTER:

Number	Course Title	Credits
CIS 101	Introduction to Computer Information Systems .....	3
ECO 212	Macroeconomics .....	3
ENG 102	Composition .....	3
MTH 225	Business Statistics .....	4
	Physical and Life Science <sup>2</sup> .....	3

### THIRD SEMESTER:

Number	Course Title	Credits
ACC 101	Introduction to Financial Accounting .....	4
	Humanities and Fine Arts <sup>3</sup> .....	3
	Physical and Life Science <sup>2</sup> .....	4
	Social and Behavioral Science <sup>4</sup> .....	3
SPE 101	Fundamentals of Speech Communication .....	3

### FOURTH SEMESTER:

Number	Course Title	Credits
ACC 102	Introduction to Managerial Accounting .....	3
	Humanities and Fine Arts <sup>3</sup> .....	6

# Challenges

No AP  
Coursework

Cost of  
Certifications

Awareness and  
Communication

Formalizing  
Work Based  
Learning

Teacher  
Credentials -  
Dual Credit  
within Business



# Successes

Industry Certifications

Strong Community Partnerships

Business Professionals of America

Dual Credit Partnership with Harper College

Cross Curricular Course between Business Education  
and Family & Consumer Sciences

# What's Next?

## Dual Credit Offerings

- Pursue additional dual credit agreements

## Teacher Credentials

- Increase the number of teachers in each building who can offer dual credit courses

## Formalize Pathway Endorsements

- Communication with teachers, counselors, parents, and students

## Community Partnerships

- Continue to build and maintain for student exploration and work based learning opportunities



# Township High School District 211




**Michele Napier**

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mnapier@d211.org  
847.755.6620

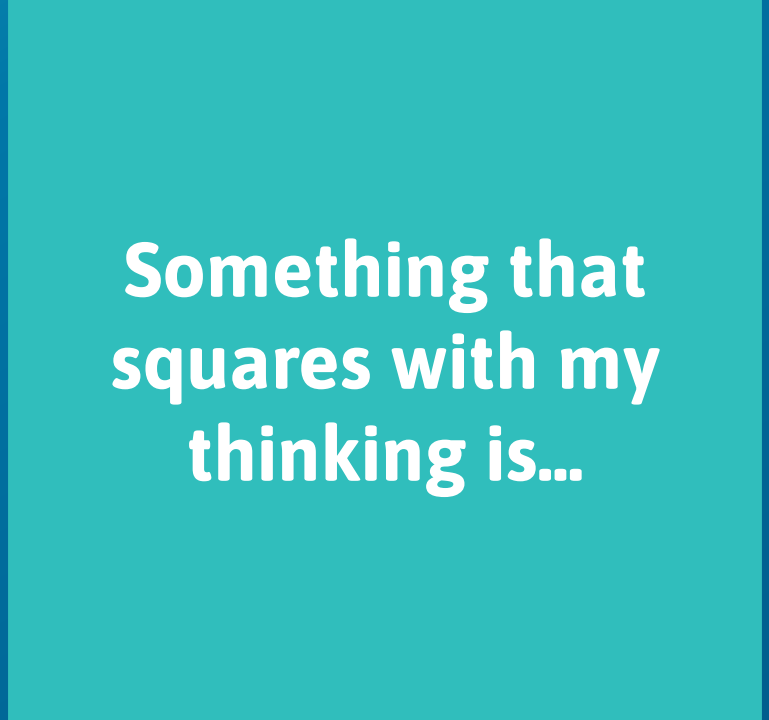


**Patti Ertl**

District Chair, Business Education  
pertl@d211.org  
847.755.3610

A dark blue circle containing white text.

**Something still  
circling in my  
mind is...**

A teal square containing white text.

**Something that  
squares with my  
thinking is...**

A grey triangle containing white text.

**3  
Takeaways  
I have are...**

# Share Your Feedback

## Survey QR Code



[https://niu.az1.qualtrics.com/jfe/form/SV\\_4VhZXbPLe740vC6](https://niu.az1.qualtrics.com/jfe/form/SV_4VhZXbPLe740vC6)



# Survey Questions

1

## **Model Programs of Study**

Assess the implementation of the Model Programs of Study.

2

## **Advisory Committee**

Assess the effectiveness of the committee or join an upcoming committee.

3

## **Webinar Review**

Assess the effectiveness of the Webinar session.





# Next Steps: Upcoming Statewide Model Programs of Study Webinars

## **Arts and Communications**

April 19, 2022 | 2–3:30 p.m.



# Next Steps: Potential Statewide Model POS Guides Creation

*Select from the following:*

**HUMAN & PUBLIC  
SERVICES** 

(Non-Education)

**HOSPITALITY**   
 **& TOURISM**

Culinary and Hospitality





# I-WIN

Illinois Work-Based Learning  
Innovation Network



Highlight and explore innovative models for work-based learning, initial focus on virtual



Engage in conversations on creating sustainable, high-quality models that provide broader and more equitable access, focusing on building social capital for Black and Latinx students

Explore the [Resource Hub](#) and [sign up for the newsletter](#)



Build connections among communities to share best practices, learnings and resources



Identify needs for state policy changes or support systems



# Education Systems Center

NORTHERN ILLINOIS UNIVERSITY

## Thank You

Survey: [https://niu.az1.qualtrics.com/jfe/form/SV\\_4VhZXbPLe740vC6](https://niu.az1.qualtrics.com/jfe/form/SV_4VhZXbPLe740vC6)

Guides: [edsystemsniu.org/guides](https://edsystemsniu.org/guides)

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