Statewide Model Programs of Study
Finance and Business Services

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

Individualized Planning
Career Focused Instruction
Work-Based Learning
Core Academics

Secondary Pathway
- Internships/CDE
- Stackable Credentials

Low-Skilled Jobs
- Stackable Credentials

Semi-Skilled Jobs

Middle-Skilled Jobs
- AA/AAS

Advanced-Skilled Jobs
- BA/BS

Pathway Endorsement

Postsecondary Pathway

OUTCOMES:
- Credential Attainment
- Labor Market / Economic Development
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

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

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.

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation / Introduction</td>
<td>Skill Development</td>
<td>Capstone / Advanced Courses</td>
<td></td>
</tr>
</tbody>
</table>

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
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

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)

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](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

- Identify high-priority occupations
- Determine promising credentials & map stackable degrees/certificates
- Identify strategic community college courses
- Map secondary to postsecondary sequence
- Define related technical competencies

6 month process
Model Programs of Study Mapping Process

1. Identify High-Priority Occupations
2. Determine Promising Credentials & Map Stackable Degrees/Certificates
3. Identify Strategic Community College Courses
4. Map Secondary to Postsecondary Sequence
5. Define Related Technical Competencies
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 a clear precursor to or stackable credential for a high-priority occupation
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountants and Auditors</td>
<td>33.89</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>5,510</td>
<td>8%</td>
</tr>
<tr>
<td>Business Operations Specialist</td>
<td>36.81</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Analyst</td>
<td>39.29</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>1,310</td>
<td>7%</td>
</tr>
<tr>
<td>Actuary</td>
<td>49.34</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>140</td>
<td>23%</td>
</tr>
<tr>
<td>Market Research Analysts and Marketing Specialists</td>
<td>29.15</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>2960</td>
<td>22%</td>
</tr>
<tr>
<td>Human Resource Specialist</td>
<td>28.79</td>
<td>Yes</td>
<td>Yes</td>
<td>Bachelor's Degree</td>
<td>2230</td>
<td>6%</td>
</tr>
<tr>
<td>First-Line Supervisor of Retail Sales Workers</td>
<td>18.74</td>
<td>No</td>
<td>Yes</td>
<td>High school diploma</td>
<td>5,620</td>
<td>3%</td>
</tr>
<tr>
<td>First-Line Supervisor of Office &amp; Administrative Support Workers</td>
<td>28.3</td>
<td>Yes</td>
<td>No</td>
<td>High school diploma</td>
<td>4,450</td>
<td>0%</td>
</tr>
<tr>
<td>First-Line Supervisor of Non-Retail Sales Workers</td>
<td>34.04</td>
<td>Yes</td>
<td>Yes</td>
<td>High school diploma</td>
<td>1,070</td>
<td>3%</td>
</tr>
<tr>
<td>Human Resource Assistant</td>
<td>19.49</td>
<td>No</td>
<td>No</td>
<td>Postsecondary nondegree award</td>
<td>380</td>
<td>-4%</td>
</tr>
<tr>
<td>Lodging Manager</td>
<td>21.62</td>
<td>No</td>
<td>Yes?</td>
<td>High school diploma or equivalent</td>
<td>180</td>
<td>9%</td>
</tr>
<tr>
<td>Insurance Claims and Policy Processing Clerks</td>
<td>19.94</td>
<td>No</td>
<td>Yes</td>
<td>High school diploma or equivalent</td>
<td>1090</td>
<td>10%</td>
</tr>
</tbody>
</table>
Common CC Programs

Guided Transfer

- Business AA**^^
- Accounting AA**^^
- Actuary AA^^

Business AAS, with specialities/certs^^

- General,**
- Insurance,
- HR,**
- Entrepreneurship,**
- Management,**
- Marketing,**
- Hospitality**

Supply Chain

- Supply Chain AAS, AA/AS^^

Accounting

- Accounting AAS**^^

Leading to Occupations/Careers

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

** Aligns with ISBE CTE Program of Study Matrix

^^Degree Stacks
Model Programs of Study Mapping Process

1. Identify High-Priority Occupations
2. Determine Promising Credentials & Map Stackable Degrees/Certificates
3. Identify Strategic Community College Courses
4. Map Secondary to Postsecondary Sequence
5. Define Related Technical Competencies
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Common Name</th>
<th>Prerequisites</th>
<th>IAI Code</th>
<th>Notes</th>
<th>Sum</th>
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</thead>
<tbody>
<tr>
<td>Business 111</td>
<td>Introduction to Business</td>
<td>Intro to Business</td>
<td>None</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Business 181</td>
<td>Financial Accounting</td>
<td>Financial Accounting</td>
<td>College Level Math Pla</td>
<td>BUS 903</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Business 182</td>
<td>Managerial Accounting</td>
<td>Managerial Accounting</td>
<td>Business 181</td>
<td>BUS 904</td>
<td></td>
<td>9</td>
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</tbody>
</table>
Model Programs of Study Mapping Process

1. Identify high-priority occupations
2. Determine promising credentials & map stackable degrees/certificates
3. Identify strategic community college courses
4. Map secondary to postsecondary sequence
5. Define related technical competencies
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

1. Identify High-Priority Occupations
2. Determine Promising Credentials & Map Stackable Degrees/Certificates
3. Identify Strategic Community College Courses
4. Map Secondary to Postsecondary Sequence
5. Define Related Technical Competencies
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)
### SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

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

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/idea](http://www2.illinois.gov/idea)).
POSTSECONDARY OPTIONS

1. GUIDED TRANSFER
   - Business AA
   - Accounting AA
   - Actuary AA
   → Bachelor’s Degree

2. BUSINESS
   - Business AAS
     Specializations include Entrepreneurship, Hospitality, Human Resources, Insurance, Management, & Marketing
   → Bachelor’s Degree (Select Schools)

3. SUPPLY CHAIN
   - Supply Chain Management AAS

4. ACCOUNTING
   - Accounting AAS
<table>
<thead>
<tr>
<th>Orientation / Introduction</th>
<th>Skill Development</th>
<th>Capstone / Advanced</th>
<th>Postsecondary Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-10</td>
<td>Grades 10-12</td>
<td>Grades 12</td>
<td>Recommended 1st Year</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Sequence</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Biology for Science Majors</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
<td></td>
<td>General Chemistry</td>
</tr>
<tr>
<td>Social Science Sequence</td>
<td>Social Science Sequence</td>
<td>Psychology</td>
<td>Anatomy &amp; Physiology I / II</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td>Microbiology</td>
</tr>
<tr>
<td>Algebra</td>
<td>Geometry</td>
<td>Transitional Math: Quantitative Literacy Statistics</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td>Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td>General Education Math</td>
</tr>
<tr>
<td>English Sequence</td>
<td>English Sequence</td>
<td>Transitional English</td>
<td>English Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Composition</td>
<td>Oral Communication</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>INTRO TO BUSINESS</th>
<th>Key Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Decision Making</strong></td>
<td>Student will be able to describe and model basic principles and critical thinking skills for sound business decision-making.</td>
</tr>
<tr>
<td><strong>Business Language and Terms</strong></td>
<td>Student will have a broad understanding of business terminology, technology and communications.</td>
</tr>
<tr>
<td><strong>Operations, Planning, and Management</strong></td>
<td>Students can identify and describe the functional areas of a business plan and the value proposition of a business. Students can discuss human resources management issues including employee-management issues, and motivation.</td>
</tr>
<tr>
<td><strong>Roles and Experiences in Business</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Communications and Marketing</strong></td>
<td>Students can function effectively in today’s diverse workplace through use of sound interpersonal skills and basic information technology, including digital communication.</td>
</tr>
<tr>
<td><strong>Diversity in the Workplace</strong></td>
<td>Students will understand and appreciate diversity principles and apply them in the workplace.</td>
</tr>
<tr>
<td><strong>Ethics</strong></td>
<td>Students can identify ethical standards in business and apply these standards in decision-making and to issues of social responsibility.</td>
</tr>
<tr>
<td><strong>Global Enterprise and the Market System</strong></td>
<td>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. Students can define small business and entrepreneurship and how they fit within the American free enterprise and economic system.</td>
</tr>
<tr>
<td><strong>Private Ownership and Capital</strong></td>
<td>Students can describe the different forms of legal ownership, including corporations, franchises, and other small businesses</td>
</tr>
</tbody>
</table>
## ENTREPRENEURSHIP

### Key Competencies

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Fundamentals</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td><strong>Capital and Financing</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td><strong>Initial Concept and Business Plan</strong></td>
<td>• Students will develop a startup concept in any business environment and construct an initial business plan for this venture.</td>
</tr>
<tr>
<td><strong>Entrepreneurship and Society</strong></td>
<td>• Students can apply entrepreneurial concepts, practices and theories to everyday case studies and examples.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Students can explain how entrepreneurs have helped shape modern society.</td>
</tr>
<tr>
<td><strong>Market Research and Implementation Strategy</strong></td>
<td>• Students will be able to create an investigative analysis to evaluate the risks, legal implications, and feasibility of a business opportunity.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Students will be able to describe and apply the iteration process to test the viability of a product or idea.</td>
</tr>
<tr>
<td></td>
<td>• Students can, using marketplace data, develop marketing and sales plans including promotional strategies.</td>
</tr>
<tr>
<td><strong>Business Communications</strong></td>
<td>• Students will display the communication skills necessary to be able to pitch a startup idea to a target audience of experts.</td>
</tr>
</tbody>
</table>
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
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

*Dual Credit with Harper College
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:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 211</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>MGT 111</td>
<td>Introduction to Business Organization</td>
<td>3</td>
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<tr>
<td>MTH 134</td>
<td>Calculus for Business and Social Sciences¹</td>
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## SECOND SEMESTER:

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<tbody>
<tr>
<td>CIS 101</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECO 212</td>
<td>Macroeconomics</td>
<td>3</td>
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<tr>
<td>ENG 102</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 225</td>
<td>Business Statistics</td>
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<tr>
<td></td>
<td>Physical and Life Science²</td>
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## THIRD SEMESTER:

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<tr>
<td>ACC 101</td>
<td>Introduction to Financial Accounting</td>
<td>4</td>
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<tr>
<td></td>
<td>Humanities and Fine Arts³</td>
<td>3</td>
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<tr>
<td></td>
<td>Physical and Life Science²</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social and Behavioral Science⁴</td>
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<tr>
<td>SPE 101</td>
<td>Fundamentals of Speech Communication</td>
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## FOURTH SEMESTER:

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<th>Number</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 102</td>
<td>Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities and Fine Arts³</td>
<td>6</td>
</tr>
</tbody>
</table>
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
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Something still circling in my mind is...

Something that squares with my thinking is...

3 Takeaways I have are...
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)
Explore the Resource Hub and sign up for the newsletter

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

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

Identify needs for state policy changes or support systems
Thank You

Guides: edsystemsniu.org/guides