



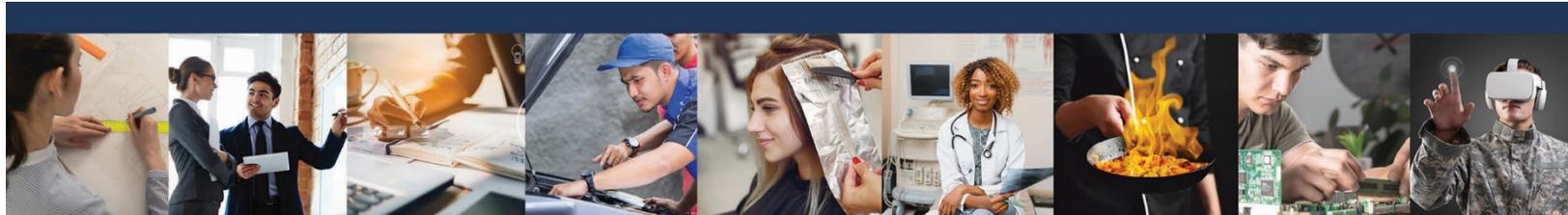
# Program Advisory Committee Tool Kit

For Career and Technical Education Programs

- State-Approved Secondary CTE Programs
- Early Middle College CTE Programs

Michigan Department of Education  
Office of Career and Technical Education

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# Program Advisory Committee Tool Kit

## Overview

This publication contains guidelines for secondary career and technical education (CTE) and CTE early middle college (EMC) program advisory committees as they work to improve CTE programs.

The Office of Career and Technical Education (OCTE), Program Advisory Committee Tool Kit (Tool Kit) details key roles of program advisory committees and offers a general process to follow, as well as templates. The information contained within the Tool Kit has been designed to help facilitate communication and to enhance the program advisory committee. Originally, the Tool Kit was developed by a committee consisting of representatives from the field. It has been updated by the OCTE staff to reflect current changes and updates for programs.

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# Program Advisory Committees

Program advisory committees are a required component of state-approved CTE programs. Expertise of individuals from related business and industry play an essential role in providing high-quality CTE programs; in addition to fostering the development of a trained and educated workforce.

When developing a new CTE Program, the first step for an advisory committee is to determine the need for the program in the area. To establish this need, the committee must determine that the program has been identified as being in the highest 5 career cluster rankings in any of the 10 regional strategic plans as identified by the Career Education Advisory Council (CEAC) and the Comprehensive Local Needs Assessment (CLNA).

The primary purpose of a program advisory committee is to serve as a resource and a connection to the workplace for CTE teachers, administrators, and students. The CTE program advisory committee guides the local education agency (LEA) with planning, development, implementation, operation, promotion, evaluation, and maintenance of the CTE program that result in continuous program improvement. A program advisory committee defines the following:

- Business and industry processes, equipment, and replication of work environments
- Related work-based learning (WBL) experiences for students
- Worker knowledge and skill needs
- Workforce needs for employers
- Professional development opportunities
- A plan for safety training in the classroom and in WBL settings
- Input on the process to plan and implement relevant CTE programs
- Access, equity, and inclusion within the program
- Ways to include early college credit opportunities

Program advisory committee voting members include representatives from the appropriate program-specific business and industry, a representative from special populations (SPOPS), postsecondary representation and a parent/guardian. Non-voting members may include administrators, counselors, students, academic teachers, labor and community representatives (i.e., Tribal organizations). The program advisory committee majority membership must be from local or area business and industry. Program advisory committee members may assist in the classroom with activities and program requirements.

Postsecondary partner participation facilitates alignment of program academic and technical skills with the postsecondary curriculum.

The SPOPS representative may come from many different positions: Special Education teacher or consultant, a paraprofessional, a parent/guardian, family advocate or others who have a greater understanding of SPOPS.

A program advisory committee must meet a minimum of twice each school year; however, more frequent meetings may be needed. Each CTE program must have a local program advisory committee.

It may be advantageous for identical CTE programs, within a district, to operate a collaborative program advisory committee, with industry representatives from each school. While some regions or districts may desire to collaborate, only one collaborative regional program advisory committee meeting may count annually. At these meetings, each program must be represented by industry members from their local committee. For a regional meeting to meet CTE requirements, all meeting criteria must be met. An outline of tips for instructors can be found in [Appendix F](#).

The program advisory committee chairperson must be from business/industry.

## Selecting Program Advisory Committee Members

Program advisory committees must include representatives from the appropriate program-specific business and industry, a representative from SPOPS, postsecondary representation and a parent/guardian. Representation on the committee should reflect persons from all genders, racial, and ethnic minorities represented within the community.

Non-voting members may include administrators, counselors, students, academic teachers, labor and community representatives (i.e., Tribal organizations).

## Member Selection

The CTE instructor, CTE school administrator, and current program advisory committee members should identify potential candidates. Potential program advisory committee members must possess knowledge, skills, and experience in the CTE program area they serve.

A letter should be sent to potential members notifying them of the goals and purpose of the committee and offering them the opportunity to serve as a member (see [Appendix A](#)).

A telephone call should be made to the potential member to determine their availability and willingness to serve.

**NOTE:** It is most effective to make a personal contact before sending the letter.

# Terms of Service

Program advisory committee member terms should be established. This promotes a continuous flow of new ideas that help keep the committee's advice current and relevant. The most common organization is a three-year term of service, staggered so that one-third of the membership is replaced or renewed each year.

Organizing rotating terms offers the following advantages:

- Terms are long enough for members to become thoroughly familiar with the committee's purpose and potential.
- Members in the second or third year of their terms have the benefit of experience, while newly appointed members add fresh ideas and perspectives.
- Members are more likely to give their time freely when the term of service is predetermined.

Teachers are encouraged to update program advisory committee membership and recruit new members periodically. They should also encourage effective program advisory committee members to serve two consecutive terms.

Please refer to [Appendix B](#) for sample letter of appointment.

Please refer to [Appendix G](#) for a sample of the Advisory Committee roster.

## Role of Program Advisory Committee

Program advisory committees perform a wide variety of functions. Program advisory committee members serve voluntarily. Their role is to provide advice and input on the program. They have no legal status to change or implement policy. Teachers should work with program advisory committee chairpersons to determine appropriate topics and input needed on an annual basis. The following lists include activities that may provide direction on how a program advisory committee can improve the CTE programs.

### Support Curriculum and Instruction

- Identify and expand the use of new technologies in the industry
- Compare course content with occupational competencies and tasks
- Analyze course content and sequence for relevance
- Assist in developing and validating skills tests
- Identify postsecondary and or industry recognized credentials which reflect the standards learned and can be obtained by students in the program
- Advise on local labor market needs and trends

- Review and recommend instructional materials
- Recommend safety policies and procedures
- Promote and assist in maintaining quality programs
- Review curriculum to ensure that it meets business needs and industry standards and is inclusive
- Assist with incorporating employability skills in the curriculum
- Review technology standards in the curriculum
- Endorse new program applications as appropriate
- Collaborate with postsecondary to assure seamless transition for students and early college credit opportunities
- Provide support to the implementation of program standards
- Provide input on all aspects of the industry
- Provide hands-on Work-Based Learning (WBL) and internship opportunities

## Assist with Program Review

- Participate in OCTE Technical Review Assistance and Compliance (TRAC) program CIP Self-Reviews
- Review and recommend appropriate program materials and supplies
- Participate in program evaluation
- Review program safety training
- Review student performance standards
- Assess, recommend, and/or provide equipment and facilities to replicate industry
- Identify industry credentials that align with the program standards
- Identify additional early college credit opportunities
- Review student follow-up reports
- Conduct community and occupational surveys
- Identify new and emerging occupations
- Recommend new programs or eliminate/refocus obsolete programs
- Participate in long-term planning
- Assist in planning for program improvement
- Help to develop a curricular plan which will enable students to complete all standards and competencies of the program

# Assist with Recruitment and Job Placement

- Notify program instructors of entry-level job openings for students
- Identify and provide WBL opportunities for students in career awareness, career exploration, career preparation, career training and registered apprenticeships.
- Assist students to develop resumes and interview skills
- Develop strategies to recruit non-traditional students and expand placement opportunities
- Identify industry recognized credentials that could lead to employment

# Support Student Leadership/Career and Technical Student Organization

- Assist in developing student leadership/career and technical student organization (CTSO), and judging competitive skill events
- Sponsor student organization activities
- Conduct leadership development activities
- Assist students with career development
- Evaluate student portfolios
- Assist in student competency assessment
- Provide sponsorship opportunities and support for students to attend competitive events

# Provide Staff Development

- Invite CTE instructors to participate in industry professional development activities and professional association meetings
- Provide instructors with retraining/back-to-industry and summer opportunities for technical upgrading
- Review professional development plans to ensure that instructors are attending state level program and industry professional development
- Support counseling, paraprofessional, and teaching staff attendance at conferences
- Conduct workplace tours

# Support Community/Public Relations

- Promote the CTE program to employers, communities, local school boards and the media
- Assist in recognizing outstanding students, teachers, and community leaders
- Open houses to expose the community to the many opportunities and activities for students in the program
- Assist in developing a marketing plan which reflects nondiscriminatory school policy and promotes a diverse student population in the program

## Identify Resources

- Provide tours and field trips, job shadowing experiences, and speakers
- Leverage community resources and facilitate community partnerships
- Provide input on program budget, facilities, and equipment needs

## Support Legislation

- Advocate for CTE programs with legislators
- Arrange tours of CTE programs for legislators
- Involve legislators in CTE program events
- Support local millage to enhance CTE programs

## Responsibilities of the CTE Instructor

- Facilitate meeting arrangements
- Recommend potential program advisory committee members to the CTE/school administrator
- Provide a CTE program overview to program advisory committee members annually
- Inform committee members of program needs
- Notify committee members of future plans
- Prepare an agenda for program advisory committee meetings (see [Appendix C](#)) in consultation with the chairperson and/or CTE/school administrator
- Maintain records of committee roster, agenda and minutes of meeting for TRAC CIP Self-Review
- Distribute committee minutes within two weeks to the CTE/school administrator and membership for review and action

- Foster communication with committee members via email, phone, and/or personal visits to business sites
- Determine meeting times that accommodate the majority of business and industry membership
- Encourage participation of business and industry partners in the CTE classroom and program (see [Appendix D](#))
- Assure “All Aspects of the Industry” are included in the curriculum/program
- Nominate program advisory committee members to participate in review and revision of related CTE program standards, as requested
- Invite program advisory committee members to evaluate student performance on skills testing
- Request program advisory committee members to provide WBL opportunities for students
- Annual review CTE and CTE EMC programs of study and early college credit options

## Responsibilities of the Program Advisory Committee Chairperson

The role of the committee’s chairperson is to provide direction and to serve as a spokesperson for the program advisory committee. The chairperson of the committee must be an individual from business and industry, who possesses knowledge of the needs of the program related business and industry. This person should serve a minimum of one school year and be appointed/ reappointed annually (usually at the first meeting of the school year).

The duties of the chairperson include:

- Coordinate the planning and developing of an agenda for each meeting with the CTE instructor
- Preside at committee meetings, giving members the opportunity to express their opinions, give advice, and make recommendations
- Provide input, when appropriate, to the CTE school administrator and/or school board regarding the committee’s findings and recommendations
- Serve as the spokesperson for the committee in meetings with CTE school administrators, as necessary
- Appoint a representative to facilitate the meetings in the chair’s absence

# Responsibilities of the CTE School Administrator

The administrator must provide leadership in establishing and maintaining program advisory committees and give the necessary support and assistance to CTE instructors as they carry out their duties and responsibilities.

Realizing the important contributions that business and industry participants can make to improve the total education process, the CTE school administrator should place a high priority on program advisory committees.

The duties of the CTE school administrator include:

- Meet with the program advisory committees as necessary
- Review the program advisory committee minutes
- Respond to program advisory committee recommendations
- Monitor CTE and CTE EMC programs to assure compliance with Office of Career and Technical Education program advisory committee requirements, including two meetings annually
- Facilitate program advisory committee meetings, as needed
- Ensure committee members are recognized and thanked for their participation (see [Appendix E](#))
- Assist CTE instructors in identifying potential program advisory committee members
- Assist the CTE instructor in informing the school board and other administration members of the committee recommendations and plans for the program

## New Program Application Process

When considering a New Program Application, the program advisory committee is vital to becoming a state-approved program. Each CTE program must have a local program advisory committee.

To be considered for approval, the first program advisory committee meeting must occur prior to submitting the New Program Application. Regional advisory committee meetings will not meet these criteria.

The first step for the advisory committee is to determine the need for the program. To establish this, the committee must determine that the program has been identified as being in the highest 5 career cluster rankings in any of the 10 regional strategic plans jointly as identified by the Career Education Advisory Councils and the Comprehensive Local Needs Assessment.

The role of the program advisory committee is to provide input on planning, development, implementation, operation, promotion, evaluation, and maintenance of the program that results in continuous program improvement. The first meeting provides the groundwork for requirements of a state-approved program. Discussions must include conversations on the development of the CIP Overview or gap analysis, leadership opportunities, work-based learning opportunities, industry credentials, recruitment strategies, and safety requirements of industry. Additionally, the program advisory committee should discuss how the program might be delivered and the appearance of the laboratory or classroom. Minutes shall reflect evidence of this discussion.

Program advisory committee voting members include representatives from the appropriate program-specific business and industry, a representative from special populations, postsecondary representation, and a parent / guardian. Non-voting members may include administrators, counselors, students, academic teachers, labor and community representatives (i.e., Tribal organizations).

The application will require submission of the following items:

- Membership roster reflecting representatives from the program specific business, industry, and community agencies. Be sure to record the members who attend each meeting in the minutes. (See [Appendix G](#))
- Meeting minutes (see [Appendix H](#))

If these items are missing, you will receive a request for modification and be required to submit proper documentation within five days. Programs will be denied if this information is not properly submitted.

After the first meeting, New Program applicants assure that the program advisory committee will continue to meet at least twice during the school year to continue to provide input on appropriate program facilities, equipment, materials, and resources that are relevant to the program curriculum and reflect current industry standards and technology. The second advisory committee assurance, as agreed upon within the last section of your application through the signed Statement of Assurances, may occur at any point within the same school year. Evidence will be documented in the CIP Self-Review; program approval is not contingent on the second meeting.

# Early Middle College Additional Requirements

When completing a CTE Early Middle College Program Application in the CTE Portal there are additional requirements that must be covered in an Advisory Committee Meeting.

1. The Program of Study for students must be approved by the advisory committee (see [Appendix I](#)).

This must include:

- a. How students will complete the final course for graduation from their high school.
  - b. What classes will be taken at the college and how these relate to CTE.
  - c. How many credits students will earn at the community college and what certification, credential, or degree they will receive from the college.
2. The advisory committee chairperson must sign off on the assurances page.
  3. The community college must also sign off on the assurance page.
  4. Work with postsecondary to ensure articulated credit is on the postsecondary transcript at the time the student graduates from high school.
  5. Students must successfully complete a math/math related course their final year of high school to meet Michigan Merit Curriculum requirements. The local district determines what is successful completion.
  6. Be sure to check the assurance list for all items which must be covered in an advisory committee meeting which will be used for a new CTE Early Middle College Program.

# Appendix A

## Sample Letter of Invitation to Join Program Advisory Committee

[Letterhead]

[Date]

[Name], [Title]  
[Business Name]  
[Street Address]  
[City, State, Zip Code]

Dear [Name]:

[School Name] is seeking advice and assistance from key business and industry partners to maintain the relevancy of state-approved Career and Technical Education (CTE) programs. You have been identified as an individual with expertise in the [CTE Program Name] area.

We would like to invite you to become a member of our [CTE Program Name] advisory committee, which meets a **minimum** of two times a year. The purpose of the advisory committee is to provide assistance and recommendations for the continuous improvement of our CTE program.

We are looking forward to working with you and the other advisory committee members. We will be contacting you with more details. Feel free to contact [Appropriate Contact Person Name] at [Phone/Email].

Thank you for your consideration.

Sincerely,

[Appropriate Signature]

[Name of Administrator and/or Teacher] [Title]

## Appendix B

# Sample Letter of Appointment to Program Advisory Committee

[Letterhead]

[Date]

[Name], [Title]  
[Business Name]  
[Street Address]  
[City, State, Zip Code]

Dear [Name]:

Thank you for your willingness to serve on [Committee Name] Program  
Advisory Committee.

This letter is to inform you that your appointment to the [CommitteeName]  
Program Advisory Committee is effective beginning [Month] [Year] and ending  
[Month] [Year].

The [First/Next] meeting of the committee will be held at [Place], in [Room  
Number], on [Date], at [Time].

We wish to thank you for accepting this committee appointment. We appreciate  
your willingness to assist us in supporting career and technical education  
opportunities for students in our community.

[Note any enclosures and add any specific information to your school such as parking,  
security, etc.]

Sincerely,

[Appropriate Signature]

[Name of Administrator and/or Chair of Committee] [Title]

cc: [Appointee's Supervisor]

## Sample Agenda for Program Advisory Committee Meetings

[Letterhead]

[Name of School]

Program Advisory Committee Meeting

[Name of Program]

[Date and Time]

Agenda

Introductions

Approve Minutes of previous meeting (includes record of attendees)

Review Old Business: (from previous advisory committee meetings)

New Business:

1.

2.

Items for Next Meeting, Next Meeting Date

**NOTE:** Meetings may be held in a classroom/school or local business at least two times per year (mid-year and end of year), on a date mutually agreed upon by the chairperson and the school. Minutes must record attendance and capture discussion of:

Advisory committee input on planning, development, implementation, operation, promotion, evaluation, and maintenance of the program that results in continuous program improvement.

Appropriate program facilities, equipment, materials, and resources are relevant to the program curriculum and reflect current industry standards and technology, as reviewed and approved by the program advisory committee.

Please see the example for meeting minutes for clarification on topics which must be covered each year during advisory committee meetings.

## Appendix D

# Sample Invitation to Business Partners to Present in the Classroom

### Letterhead

[Date]

[Name], [Title]  
[Business Name]  
[Street Address]  
[City, State, Zip Code]

Dear [Name]:

Dear Program Advisory Committee Member:

One of my goals this year is to provide students with relevant lessons presented by professionals in [Program Area]. Learning about [Topic] from someone in the field would offer more depth and significance for students than a traditional lesson. Because of your expertise, I would like to invite you to talk to my students about [Topic].

I will call you to schedule details and discuss equipment needs, as well as any preliminary knowledge students need.

Thank you in advance for sharing your time and experience.

Sincerely,

[Appropriate Signature]

[CTE Instructor's Name] [Email Address]  
[ PhoneNumber]

# Recognition of Program Advisory Committee Members

The following strategies and techniques have been used to reward and recognize committee members:

1. Publicly recognize members by name and introduce them at meetings.
2. Send a letter of appreciation to the program advisory member's supervisor.
3. Issue press releases to the media, announcing member appointments.
4. Send personal letters of appreciation upon completion of tasks at the conclusion of the terms of service.
5. Award members a framed certificate of appreciation or plaque at the conclusion of their service.
6. Recognize the contributions of individual members or subcommittees in the media.
7. Invite members to program events, such as student banquets, competitions, or graduation.
8. Display members' names on a plaque in classroom or lobby of school.
9. Recognize program advisory committee members at a Board of Education meeting.
10. Place a banner or company logo from committee members in the classroom.

## Tips for Instructors

- Poll members to determine the most convenient meeting time.
- Determine the preferred method of communication of each member.
- Develop a draft agenda prior to a meeting and consult the chairperson for input.
- Ensure meetings are a forum for input from business and industry, and postsecondary.
- Meet often enough to establish working relationships and accomplish workplans.
- Foster communication about program specific topics at meetings.
- Follow-up on recommendations from program advisory committee members and communicate the results to them.
- Encourage members to visit the school's CTE programs and/or facilitate a student meeting for an open question-and-answer session with students.
- Avoid asking members to complete work that can be handled by school staff.
- Keep members informed of current and pending legislation affecting CTE.
- Send reminder announcements of meetings one month in advance.
- Send agendas out two weeks in advance of meetings and call or email members the day before the meeting.
- Ensure meetings do not last more than 90 minutes. Use agendas effectively.
- Disseminate minutes within two weeks after meetings.
- Provide members with current committee rosters. Keep rosters revised and current.
- Replace inactive members. Ask current members to recommend new members.
- If issues that require immediate attention arise, meet individually or with at least two or three members at a time.
- Keep the committee active. Continually solicit and consider its advice.
- Publicly recognize program advisory committee members.

# Template - Advisory Committee Roster

**For 20XX-20XX**

**District and Building:** \_\_\_\_\_

**CIP Code and Program:** \_\_\_\_\_

<b>Committee Position</b> (add/remove lines as needed)	<b>Name</b>	<b>Company Name and Address</b>	<b>Position</b>	<b>Email</b>	<b>Phone</b>	<b>Signature for sign in</b> (If needed by CEPD)
<b>Voting Members</b>						
Chairperson (must be from business and industry)						
Business and Industry						
Business and Industry						
Business and Industry						
Business and Industry						
Business and Industry						
Business and Industry						
Parent/Guardian						
Postsecondary Representative						
Special Populations Representative						
<b>Non-Voting Members</b>						
Teacher						
Administrator						
Student						
Counselor						
Community						
EMC Coordinator						

## Template for Program Advisory Committee Meeting Agenda and Minutes

**Note:** These topics might be spread over 2 meetings. [Letterhead]

[Name of School]  
Program Advisory Committee - [Name of Program]  
[Date, Time, Location]

### **Agenda/Meeting Minutes**

Chairperson:

Note Taker:

Timekeeper:

Attendees with Affiliations:

#### **Introductions**

Role of Advisory Members, Select a Chairperson for the Committee  
[Discussion Notes]  
[Conclusion]  
[Action Items, Responsible Party, Deadline]

#### **Program Updates**

[Discussion Notes]  
[Conclusion]  
[Action Items, Responsible Party, Deadline]

#### **Curriculum Offered, Courses Offered, and Segments or Perkins Core Competencies (PCC) Covered**

[Discussion Notes]  
[Conclusion]  
[Action Items, Responsible Party, Deadline]

#### **Facilities and Maintenance of Program - Information from tour of facilities and equipment being used in the program**

[Discussion Notes]  
[Conclusion]  
[Action Items, Responsible Party, Deadline]

**Career and Technical Student Organization / Student Leadership Development**

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

**Work-Based Learning (Including Early Middle College when appropriate)**

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

**Program Data – Participants, Concentrators, Completers, Tech. Skills,  
Non-Traditional Students**

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

**Industry Certifications and Assessments (When Applicable)**

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

**Early Middle College Course of Study for Students and Planned Student Supports  
(For EMC Programs Only)**

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

**Early Middle College Certificate or Degree Earned (For EMC Programs Only)**

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

**Educational Materials - Software, Textbooks, and Other Items**

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

# Appendix I

## Example Early Middle College Program of Study

### Early Middle College Program of Study

**Program Name:** Enter Name

**Degree/Program:** Associate Business/Business Administration

**Total Credits:** 60

**Career Cluster:** Business Administration

**Postsecondary CIP Code:** 52.0201

**Total Percent of Program:** On Campus: 33 semester credit 55%

Off Campus: 27 semester credit 45%

Location	Grade	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester	Courses completed Credits completed
Secondary High School	9 and 10	General Education	General Education	General Education	None
Secondary High School	11	ENG101 – COMPOSITION I BUSBLE - 21st Century Business	MTH111 – ALGEBRA (SUB FOR MTH108) ACC121 – FUNDAMENTALS OF ACCOUNTING I-CE/LO	LAW211 – BUSINESS LAW PSY111SC GENERAL PSYCHOLOGY	Articulated = 16 quarter hours (12 semester hours) CE/LO = 4 quarter hours (3 semester hours) Dual Enrollment = 0 Hours completed=20 quarter hours / 15 semester hours
Secondary High School	12	ENG1020 – COMPOSITION II MGT101SC- INTRO TO BUSINESS-CE/LO ACC1020-PRINCIPLES OF ACCT II-CE/LO	MKT1110 – PRINCIPLES OF MKTING	MGT1110 - PROF MGT STRATEGIES	Articulated = 6 semester hours CE/LO= 6 semester hours Dual Enrollment = 3 semester hours BUSBLE - 21st Century Business Hours completed = 15 semester (30 total) Credits remaining for AAS Degree: 30 semester hours
Location	Grade	Fall Semester	Spring Semester	Summer	Milestone Checklist
College	13 - Fall	ECN2010 – PRIN OF MACROECN SPK2010 – ORAL COMM EN2010 – INTRO TO ENTRE MGT2110-STAFFING/PERF MGT MGT1310 – FUND. OF PROJ MGEMENT	ECN2110 – PRIN OF MICROECN MGT2210 – MGTMENT SEMINAR BUS2110 – BUSINESS ANALYTICS WRKBS2010 – WORK EXPERIENCE FIN1010 - PERSONAL FINANCE**  **(USE FOR HS MATH CREDIT)	None	30 CREDITS COMPLETED X Earned AAS Degree—AB BA 60 semester hours completed

## Michigan Department of Education

### Statement of Assurance of Compliance with Federal Law

It is the policy of the Michigan Department of Education that no person, on the basis of race, color, religion, national origin or ancestry, age, sex, gender, height, weight, marital status, or disability shall be subjected to discrimination in any program, service or activity for which it is responsible, or for which it receives financial assistance from the U.S. Department of Education. For further information, contact the Civil Rights Coordinator, Michigan Department of Education, Office of Career and Technical Education, P.O. Box 30712, Lansing, Michigan 48909, 517-241-2091.