New Career and Technical Education Program Application Tool Kit

2024-2025 Edition

Michigan Department of Education
Office of Career and Technical Education

Mission: To prepare students so they have the necessary academic, technical, and work behavior skills to enter, compete, and advance in education and their careers.

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Acronyms and Abbreviations
Many acronyms and abbreviations are used in this publication, and overall, by Michigan CTE professionals. A user-friendly and searchable directory of common terms is located on the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) website under CTE Instructional Resources, [Acronyms and Abbreviations](#).

OVERVIEW

This publication provides guidance for educational leaders to understand the process of applying for a new state-approved career and technical education (CTE) program. There are two phases of a new CTE program; What to Know Before Applying, and the Application Submission Process. The New CTE Program Application Tool Kit is intended to help identify the requirements of a new CTE program and understand the specific responsibilities of a CTE program. Also included are a variety of examples, templates, resources for additional information, and contact information for support services.

The **What to Know Before Applying** section will explain the key components of CTE that need to occur when considering a new program. The **Application Submission Process** section describes the process and requirements of a CTE program application. It is important to note that this process must be followed and all requirements met, or the application will require modification or possibly be denied. Lastly, the **CTE Early Middle College (EMC) Program** section will provide information on establishing an EMC.

The New CTE Program Application was designed to follow the Classification of Instructional Programs (CIP) Self-Review process which is a tool used to monitor state-approved CTE programs. There are eight sections within the CIP Self-Review that all state-approved programs must follow. The "C" in C01 thru C08 stands for Criteria.

- C01: Program Teacher Certification
- C02: Program Teacher Professional Development
- C03: Program Advisory Committee: Industry Experts Providing Input to the Program
- C04: Program Delivery: Curriculum and Instruction
- C05: Work-Based Learning (WBL)
- C06: Student Leadership and Career and Technical Student Organizations (CTSO)
- C07: Equity and Access
- C08: Secondary-Postsecondary Sequencing, Credentials, and Credit Agreements

New CTE Program Applications require elements C03 and C04. The remaining CIP Self-Review are sections assured by the applicant in the new program application process. Upon program approval, the agency is required to fully meet the expectations as stated within the assurances during the first year of operation. Applicants will submit these assurances in the MDE CTE Portal.

WHAT TO KNOW BEFORE APPLYING

When pursuing a state-approved CTE program, the first step is to contact the Career Education Planning District (CEPD) administrator. The CEPD administrator is key in providing coordination and technical assistance for the application. The CEPD administrator is required to review and approve a New CTE Program Application through the MDE CTE Portal. If the CEPD is not involved at the origination of the request, the application may be delayed or denied.

The following CTE state-approved programs require pre-application attention:

1. To promote high-quality automotive education, the State of Michigan has an educational partnership with the National Institute for Automotive Service Excellence (ASE). The programs listed below are required to begin the ASE accreditation process before a new program application can be approved. The ASE Education Foundation website outlines the application process.

    a. 47.0603 Collision Repair Technician (ASE Certified)
    b. 47.0604 Automobile Technician (ASE Certified)
    c. 47.0613 Medium/Heavy Truck Technician (ASE Certified)

2. Article 12 of Public Act 299 of 1980, as amended, requires cosmetology programs to be licensed by the State of Michigan prior to offering a cosmetology program. Districts without a State of Michigan Cosmetology School license must first secure a licensure through the Bureau of Licensing and Regulatory Affairs (LARA). Michigan state-approved CTE Cosmetology programs are required to follow Michigan Department of Education (MDE) state-approved CTE requirements, State Board of Cosmetology, and the Department of Licensing and Regulatory Affairs (LARA) licensing and reporting guidelines.

DETERMINE THE TYPE OF NEW CTE PROGRAM

There are two types of state-approved CTE programs:

State-Approved CTE	A program type that allows a district to apply for an existing, state-approved CIP code.
State-Approved CTE EMC	A program type that allows an approved EMC to apply for an existing, state-approved CIP code.

CONDUCT NEEDS ASSESSMENT

Planning and developing new CTE programs may be a full year process, which requires the completion of a needs assessment by the applicant. When completing the needs assessment, several factors must be addressed.

1. Consult the most recent Regional Comprehensive Local Needs Assessment (CLNA), which can be obtained from the CEPD administrator. Regions are required to consider the alignment between the CTE programs offered and the labor market information for high-skill, high-wage, and in-demand careers.
2. The needs assessment should be conducted in coordination with local workforce development colleagues to support the needs of the local area, region and/or state.
3. If additional state or federal dollars were received, would the local district/funding be able to support the program?
4. The rationale for developing the program should be formulated and agreed upon by those contemplating the establishment of the program.

Below is information that applicants will want to gather as they assess the need for a new CTE program:
1. Based on a review of the regional/local workforce needs leading to high-skill, high-wage, and in-demand careers, list the three highest priorities for CTE programs that exist within the region:
   a) Are there current job openings available related to this CTE program in the state of Michigan?
      - [Michigan Bureau of Labor Market Information and Strategic Initiatives](#)
   b) What data/documentation exists that supports current job openings for this CTE program at the regional or CEPD level?
2. An active program advisory committee must be established. The committee contributes to the development of the new program and the new program application. The electronic application system will require the applicant to upload the program advisory committee roster and meeting minutes to substantiate that the committee has provided input into the development and planning of the new program.
3. Are there state-approved programs at postsecondary institutions located in the region that would be potential partners for articulation, dual enrollment, direct credit, EMC, and programs of study?
4. Are there other related continuing education options, such as training programs, apprenticeships, or industry-recognized certifications or licenses available in the CEPD or region related to this CTE program?

C03: PROGRAM ADVISORY COMMITTEE
(Industry Experts Providing Input to the Program)

The program advisory committee is vital to becoming and remaining a CTE state-approved program. The Program Advisory Committee Tool Kit provides clear guidance and templates to support local agencies in this work.

The first committee meeting must occur prior to submitting the application, with minutes that include a consensus to apply for a new program. Once approved, the committee must meet a minimum of twice each school year. Regional advisory committee meetings will not meet this first committee meeting criterion.

Consider the following when selecting business and industry partners to be a member of the program advisory committee. Are there business and industry partners in the community committed to:

- Actively participate on a program advisory committee
- Support training, scholarships, and student leadership opportunities
- Support WBL opportunities for program concentrators/completers
- Offer instructor opportunities for training/learning specific to the occupational program (i.e., externships)

The role of the program advisory committee is to provide input on planning, development, implementation, operation, promotion, evaluation, technical skills, credentialing, and maintenance of the program that supports continuous program improvement. The first meeting provides the groundwork necessary to meet the requirements of a state-approved CTE program. Agenda items for the first meeting should include conversations on the development of the program content, leadership opportunities, recruitment strategies, and safety requirements of industry. The program advisory committee should also discuss how the program might be delivered (Agenda Template - Appendix A). The meeting minutes need to reflect evidence of these discussions.

The committee membership must include the following voting members:

- Majority representation from appropriate business and industry
- Committee chairperson from business and industry
- Parent/guardian representative
- Postsecondary representation
- Special Populations (SPOPS) representative
- Non-voting members may include administrators, counselors, students, academic teachers, labor, and community representatives (i.e., Tribal organizations)

During the program application process, the following items from the program advisory committee are required to be uploaded into the electronic application.

- Membership roster reflecting representatives from the program-specific business, industry, and community agencies and their contact information (Sample Roster - Appendix B)
- Meeting minutes (Minutes Template - Appendix C)

Meeting minutes must document thorough research, express industry demand, and provide evidence supporting the development of all aspects of a CTE program. If items are missing, a revision notice is sent advising that the proper documentation is required within two weeks. Programs will be denied if the information is not submitted in a timely manner. The Office of Career and Technical Education (OCTE) reserves the right to deny programs without allowing revisions.

C04: PROGRAM DELIVERY

(Curriculum and Instruction)

Classroom and laboratory learning are the first two components of a CTE program and can take place in a variety of forms. This is the basis for building student knowledge and hands-on demonstration of understanding. Program sequence of courses is developed based on employment opportunities, community need, advisory committee input, and teaching personnel.

Programs in CIP codes which have already completed the Career Pathways Grant (CPG) process and have established Perkins V courses, the CIP overview document contains a specific instructional design form to be completed. Standards have been aligned to competencies, and the competencies are grouped into Perkins Course Competencies (PCCs). It is recommended teachers work with their advisory committee to determine the order in which the program will cover the Perkins V courses. The CIP overview documents are located on the OCTE website, under CTE Instructional Resources, by Career Cluster (from this page, click on the Cluster to see these resources).

Programs in CIP codes that are still operating under Perkins IV guidance will develop their instructional design using segments. The placement of segments in the instructional design will identify the class where each standard is taught. Each segment is broken down into standards and performance indicators in the Gap Analysis, which can be found on the OCTE website under CTE Instructional Resources, by Career Cluster (from this page, click on the Cluster to see these resources).

All programs are required to upload the completed instructional design form to the CTE Portal for the CIP Self-Review.

Leadership Opportunities

Student Leadership development is a required portion of all CTE programs. Many programs take advantage of the CTSOs for the CIP area, such as Michigan DECA, Michigan FFA, Michigan Future Health Professionals (HOSA), Michigan Family Career Community Leaders of America (FCCLA), Michigan Business Professionals of America (BPA) and SkillsUSA Michigan. The CTE Teacher Tool Kit provides clear guidance to support local agencies in this work.

Program Recruitment Strategies, Equity, and Access

The CTE program must employ strategies that address issues of bias, inclusivity, and discriminatory practices. Student recruitment strategies must support access and equity for various student populations, with considerations for gender, race, ethnicity, and special population status (individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for nontraditional fields; single parents, including single pregnant women; migrant workers; out-of-workforce individuals; English learners; homeless individuals; youth who are in or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty).

Safety

Safety training is an important part of CTE program delivery. A template to record student safety training can be found under the CIP Self-Review Resources on the OCTE website. This record will need to be uploaded into the CIP Self-Review. By adopting a strong "safety first" approach in the CTE program, a pattern of safety is established for students to follow throughout their career, reducing liability for the instructor, school, and future employers. Completing this template provides a guide for the overall safety training in the CTE program.

Facilities

Include a summary of discussions pertaining to the development of the program's facility, which would address areas such as equipment, design, and layout, along with accessibility. When a program has been fully approved by the state, the program advisory committee will be required to tour the facility each year to review the equipment. The program advisory committee may make recommendations for equipment purchases, design, and layout of the facility.

Plan for Long-Range Improvement

The program advisory committee must forecast and make recommendations that will go beyond the first year of the program. No program will succeed and grow without long-range plans and goals to strive toward. These goals can be for program enrollment, equipment, or facilities. The program advisory committee should decide which areas are most important and develop strategies to achieve the overall vision for the program.

APPLICATION SUBMISSION PROCESS

The New CTE Program Application is an electronic application generated and processed through the MDE CTE Portal website.

Access to the application requires an MDE CTE Portal login and password. Contact the CEPD administrator prior to beginning the New CTE Program Application process.

Within the application, there are four main sections:

1. Application/Contact Page
2. C03: Program Advisory Committee - Industry Experts Providing Input to The Program
3. C04: Program Delivery - Curriculum and Instruction
4. Assurances (Appendix D or Appendix E for Early Middle College)

Once logged into the MDE CTE Portal, responses to the various fields within each section and uploads of required documentation will need to be completed.

Once the entire application has been marked complete, the CEPD administrator must review each section of the application and submit it. If the materials are found to be incomplete, the CEPD administrator identifies needed changes and returns it to the applicant for revisions. The CEPD administrator can, at any time, terminate the application.

STATE REVIEW PROCESS FOR SUBMITTED APPLICATIONS

Once applications are submitted, the OCTE has up to 60 days from the application deadline to review the submitted application. During the review process, the consultant may request modifications, deny, or approve the application. If modifications are requested, an automated email is sent to the applicant requesting those changes. OCTE requests all modifications be submitted within ten business days. If changes cannot be made within ten business days, OCTE will postpone the application to the next application cycle to allow time for concentrated effort and revisions to the application.

Once the application has been approved, a program serial number (PSN) will be assigned. PSNs are assigned throughout the New CTE Program Application cycle.

APPLICATION REQUIREMENT CHECKLIST

1. C03: Program Advisory Committee - Industry Experts Providing Input to The Program:
   - ☐ a. Advisory Committee Membership Roster
   - ☐ b. Advisory Committee Meeting Minutes (must include a consensus to apply for a new program)

The first Advisory Committee meeting must be held prior to submission of the New CTE Program Application.

2. C04: Program Delivery - Curriculum and Instruction:
   - ☐ a. Instructional Design
   - ☐ b. Programs that have completed the CPG CIP overview document contain a specific instructional design to upload. CIP codes that have not completed the CPG will upload the Gap Analysis.
   - ☐ c. All Course Syllabi

   Please see the CTE Teacher Tool Kit for assistance.

3. Assurances:
   - ☐ a. There is a list of assurances that must be completed within the MDE CTE Portal application and signed prior to submission. These assurances mirror the requirements in the CIP Self-Review.

Information, resources, and steps to complete the CIP Self-Review can be found on the OCTE website under CTE Teachers.

CTE EARLY MIDDLE COLLEGE (EMC) PROGRAM

For information on establishing an EMC, visit the [EMC High School Opportunities](#) webpage on the OCTE website.

To apply for a CTE EMC program, the district **must first have** a state-approved EMC. A New CTE Program Application for a CTE EMC program must meet the additional requirements noted in this section. If the district does not have an existing state-approved CTE program, all documentation within this tool kit is required.

If the district/intermediate school district (ISD) is requesting new program approval (PSN for their CTE EMC program) and the program is operated in conjunction with a regular state-approved CTE program, there are three sections the district/ISD is required to upload for the CTE EMC New Program Application:

- Advisory Committee Meeting Minutes and Roster
- Instructional Design
    - List only CTE courses in the instructional design
- Q or Z should be utilized after students have completed all program segments or competencies
- Five-Year Program of Study (POS):
    - Include the name of the college and the degree students will receive
    - Include a list of **all** course's students are completing, including CTE, high school, and postsecondary courses
    - Include the math/math-related course
    - Include the course students will be enrolled in for high school credit during both count periods of the fifth year (this can be the math/math-related course, high school courses, or college courses)
    - It is recommended to follow the sample POS available on the EMC website under [Opening a New EMC Documents](#).

Requests for additional information regarding EMC development may be directed to Dr. Stacey Stover, EMC Manager at StoverS@Michigan.gov.

C03: CTE EMC PROGRAM ADVISORY COMMITTEE

(Industry Experts Providing Input to The Program)

The program advisory committee meeting minutes submitted during the application process MUST reflect a response to the questions below (Minutes Template - Appendix C). OCTE recommends having the postsecondary partner for the CTE EMC as a member of the program advisory committee.

CTE EMC Program Questions

1. Has the development of a CTE EMC program been discussed with the CEPD administrator?
2. Does the program lead to 60 transferable college credits, a professional certification, a Michigan Early Middle College Association (MEMCA) certification, or participation in a registered apprenticeship?
3. Does the committee support the CTE EMC application?

C04: CTE EMC PROGRAM DELIVERY

(Curriculum and Instruction)

Complete the CTE EMC instructional design form and the POS. Documentation of where the state-approved CTE EMC program content is being delivered is required on the CTE EMC instructional design template. If delivering standards in a trimester/semester, document the trimester/semester and year in which the segment is delivered. Make sure that a math or math-related class is evident in the fifth year of the CTE EMC instructional design. All EMC students must be enrolled in a course that counts for high school credit during **both** count periods in the fifth year. In addition, document all additional postsecondary courses that students will take as part of their POS for this program pathway.

Use the instructional design template as a guide; this template is found on the CIP Self Review.

C08: CTE EMC SECONDARY-POSTSECONDARY LINKAGE

(Sequencing, Credentials, and Credit Agreements)

A secondary state-approved CTE EMC program must have a postsecondary linkage. Schools must submit a Five-Year POS (Sample POS - Appendix F).

The CTE EMC POS must directly align with the intended outcome of the CTE EMC program pathway. Be sure to include the complete course title and course number on both documents.

The CTE EMC POS must document which classes are taken and when students are required to take each class.

APPENDICES

APPENDIX A: TEMPLATE 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 the previous meeting (includes a record of attendees)

Review Old Business (from previous advisory committee meetings)

New Business:

1.

2.

3.

Items for next meeting, next meeting date

NOTE: Meetings must 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
- Appropriate program facilities
- Credentialing
- Development
- Equipment, materials, and resources are relevant to the program curriculum and reflect current industry standards and technology
- Evaluation and maintenance of the program that results in continuous program improvement
- Implementation
- Operation
- Promotion
- Technical skills

APPENDIX B: SAMPLE ADVISORY COMMITTEE ROSTER

Program Advisory Committee Roster

For 20XX-20XX   **District and Building**   **CIP Code and Program**

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

APPENDIX C: TEMPLATE FOR PROGRAM ADVISORY COMMITTEE MEETING MINUTES

NOTE: This template includes the discussion topics required for a state-approved CTE program type. These topics might be spread over two meetings.

[Letterhead]

[Name of School]

Program Advisory Committee - [Name of Program]

[Date, Time, Location]

Meeting Minutes

Chairperson:

Note Taker:

Timekeeper:

Attendees with Affiliations:

Introductions

Role of Advisory Members: Select a Chairperson for the Committee

[Conclusion]

[Action Items, Responsible Party, Deadline]

Program Updates

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Curriculum Offered, Courses Offered, and Segments Covered

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

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

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

CTSO / Student Leadership Development

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

WBL

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Program Data – Participants, Concentrators, Completers, Tech. Skills, Nontraditional Students

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Industry Certifications and Assessments (when applicable)

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

Educational Materials - Software, Textbooks, and Other Items

[Discussion Notes]

[Conclusion]

[Action Items, Responsible Party, Deadline]

APPENDIX D: NEW CTE PROGRAM APPLICATION ASSURANCES

During the first year of new CTE program operation, the program is expected to meet the following assurances and upload the evidence into the MDE CTE Portal CIP Self-Review for the program.

CLNA and State Plan Assurance

☐ Program application is identified in the CLNA and supports the Michigan State Plan for Perkins V.

C01 – Program Teacher Certification

☐ The district assures the teacher hired for this program is appropriately certified to teach this CIP area and licensed where required. The district assures that the Human Resources Administrator has reviewed and approved these certifications. (Failure to employ an appropriately certified teacher will result in the loss of program approval and financial recapture.)

 - Or -

☐ The currently employed teacher is appropriately certificated and licensed if required.

C02 – Program Teacher Professional Development

☐ The district assures that annual professional development will focus on sustained efforts in the CTE program area to remain **current in all aspects of the industry** as related to the program area and as identified in the Strengthening Career and Technical Education for the 21st Century Act of 2018. **This is a requirement beyond the district-approved professional development hours required by the local district.**

C03 – Program Advisory Committee: Industry Experts Providing Input to The Program

☐ The district assures 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 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 agenda and meeting minutes will reflect this input and these activities. For questions regarding program advisory committee expectations, please see the CTE Program Advisory Committee Tool Kit (see Resources).

C04 – Program Delivery: Curriculum and Instruction

☐ The district will continue to monitor and update the gap analysis/CIP overview, syllabus, and instructional design as changes are made to the program.

☐ The district assures that CIP-specific safety training will be completed in the classroom prior to beginning work-based learning and continuing through the program.

C05 – Work-Based Learning (WBL)

☐ The district assures the CTE program will provide WBL experiences for each student related to the CIP area.

☐ The district assures that training plans and training agreements will be kept on file at the school and worksite for each student when appropriate.

☐ The district assures that CIP-specific safety training will be continued on the worksite when necessary and documented in the training plan.

C06 – Student Leadership & Career and Technical Student Organizations (CTSO)

☐ The district assures the CTE program will provide student leadership development opportunities.

C07 – Equity and Access

☐ The district assures that the CTE program will be accessible to all students.

☐ The district assures the room arrangement is accessible for all students, evidenced by classroom/lab pictures or assurance documents, and invoices when appropriate.

☐ The district ensures the classroom environment, curriculum, and materials are inclusive, free of bias, and non-discriminatory.

☐ The district assures the program recruitment strategies reflect the diversity of languages spoken in the community. Application policy and procedures when used, are fair and equitable to all students, with considerations for gender, race and ethnicity, and special population status.

C08 – Secondary – Postsecondary Sequencing, Credentials, and Credit Agreements

☐ The district assures the program will support the attainment of approved recognized postsecondary credentials by students who have met the appropriate criteria.

☐ The district assures the program will develop one or more of the following: credit agreements with postsecondary institutions, which may include direct credit, dual enrollment, articulated credit, or registered apprenticeship agreement.

☐ The district assures the program will develop a CIP-specific POS along with the credit agreement that aligns secondary and postsecondary education.

All new CTE programs are subject to a desk review through the [MDE CTE Portal](#) CIP Self-Review after one year of operation. All program requirements must be met. Failure to comply with all program requirements and assurances may result in the removal of the state program approval and recapture of Perkins funding.

APPENDIX E: NEW CTE EMC ASSURANCES PAGE

By signing this assurance, the district certifies the program advisory committee and the CEPD administrator have verified the following items, which are required in a CTE Cluster in 61b legislation:

"A strategy to inform parents and students of CTE early middle college and CTE dual enrollment programs in the prosperity region or sub-region.

(5) An eligible CTE program is a program that meets all the following:

  (a) Has a coherent sequence of courses that will allow a student to earn a high school diploma and achieve at least one of the following in a specific career cluster:

- *An associate degree.*
- *60 transferable college credits.*
- *Professional certification.*
- *A Michigan Early Middle College Association (MEMCA) certificate.*
- *Participation in a registered apprenticeship.*

  (b) Is aligned with the Michigan Merit Curriculum.

  (c) Has an articulation agreement with at least one postsecondary institution that provides students with opportunities to receive postsecondary credits during the student's participation in the CTE early middle college or CTE dual enrollment program and transfers those credits to the postsecondary institution upon completion of the CTE early middle college or CTE dual enrollment program.

  (d) Provides instruction that is supervised, directed, or coordinated by an appropriately certificated CTE teacher or, for concurrent enrollment courses, a postsecondary faculty member.

  (e) Provides for highly integrated student support services that include at least the following:

    (i) Teachers as academic advisors.

    (ii) Supervised course selection.

    (iii) Monitoring of student progress and completion.

    (iv) Career planning services by a local one-stop service center as described in the [Michigan works one-stop service center system act, 2006 PA 491](#), [MCL 408.111 to 408.135](#).".

APPENDIX F: SAMPLE CTE EMC FIVE-YEAR PROGRAM OF STUDY

Michigan School District Early Middle College

Student Name:	Michigan Student	Certificate/Degree Program:	Associate Degree Business Administration
Career Cluster:	Business	College:	Michigan Community College
Secondary CIP Code:	52.0201	Total College Credits Available:	63

	9th Grade		10th Grade		11th Grade	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
	English	English	English	English	English 101 3 credits	COMM 131 3 credits
	Math	Math	Math	Math	Math	Math
	Science	Science	Science	Science	Science	Science
	Social Studies	Social Studies	Social Studies	Social Studies	SOCY 191 3 credits	PSYC 281 3 credits
	World Language	World Language	Physical Education	Health	World Language	World Language
	Elective(s)	Elective(s)	Elective(s)	Elective(s)	CTE Business Class	CTE Business Class
	Total College Credits 0		Total College Credits 0		Total College Credits 12	

	12th Grade		Fifth Year	
	1st Semester	2nd Semester	1st Semester	2nd Semester
	CTE Business Class/ACCT 201 3 credits	CTE Business Class/BUSN 104 3 credits	ECON 221* 3 credits	MGMT 283 3 credits
	Math 115 4 credits	Math 130 4 credits	MGMT 181 3 credits	BUSN 294** 4 credits
	MKTG 108 3 credits	BUSN 106 3 credits	MGMT 186 3 credits	MKTG 253 3 credits
	ENG 102 3 credits	BUSN 261 3 credits	MKTG 250 3 credits	MKTG 257 3 credits
	Total College Credits 26		Total College Credits 25	

*Final year math and counts for high school credit   ******counts for high school credit

Michigan Merit Curriculum (MMC) = 4 credits English, 4 credits math (math experience in the final year), 1 credit physical education & health, 3 credits science, 3 credits social studies, 2 credits world language, 1 credit visual performing, & applied arts (VPAA), ½ credit Personal Finance (begins with class of 2028) and an online learning experience. Students completing state-approved CTE programs may waive or embed some MMC requirements. For more details refer to Leveraging Career and Technical Education to Support Implementation of the Michigan Merit Curriculum and the Pupil Membership Requirement.