



## **Hawaii: Rigorous Programs of Study through Statewide Articulated Agreements**

Four statewide articulated programs of study offering dual credit will be developed, each predicated on an analysis of development issues in the prior program of study. Each of these four articulated programs of study is expected to result in a formal Dual Credit Articulated Program of Study (DCAPS) Agreement between the Hawaii State Department of Education and the University of Hawaii Community College System. All DCAPS Agreements are statewide. The development of an inter-agency approved document detailing the procedures and guidelines for DCAPS and DCAPS Agreement implementation is fundamental to this process. Hawaii's "Procedures and Guidelines for DCAPS Agreements" was approved by the CTE Coordinating Advisory Council (CTECAC) in January, 2009. The CTECAC is composed of three members each from the State Board of Education, University of Hawaii Board of Regents (the community colleges are part of the University of Hawaii System), and the Workforce Investment Board.

Imbedded in Hawaii's Career Pathway System, DCAPS allows high school students to earn community college credit by successfully completing a state-approved secondary-level program of study, including all required assessments, where a DCAPS Agreement has been signed by the University of Hawaii Vice President for Community Colleges and the Hawaii Department of Education Superintendent. The secondary-level program of study is offered at the high school and taught by high school teachers. The credits are awarded at no cost to the student upon completion of any course at a community college offering the articulated program of study and thus included in the statewide DCAPS Agreement.

A secondary-level program of study consists of a core and cluster course (and sometimes a concentration-level course) from one of the six pathways in Hawaii's Career Pathway System plus an academic course recommended by the Pathway Advisory Council (PAC). The academic course could be in addition to the academic courses required for graduation. Standards for the programs of study courses are validated by the statewide PAC overseeing each of the six pathways. These standards are linked to postsecondary CTE programs of study student learning outcomes that have been horizontally articulated. A program of study at the postsecondary level includes any CTE Associate degree and/or certificate program.

Written and performance-based assessments to determine student mastery of the standards are approved by the appropriate PAC. A second goal of this project is to determine the viability of using performance-based statewide competitions as an effective assessment. The assessments in this competition are linked to the PAC-approved standards and have no relationship to national CTE student organization competitions. Business and industry plays a large role in developing the performance-based competition scenarios. The competition not only provides a model for assessment, it also serves a strong marketing role in that it showcases CTE student performance. The event garners invaluable attention and support from the community and business and industry—and increased interest in CTE at the high school level.

The third major goal of the project is to develop a system to record successful completion of programs of on the student transcript. This is especially important in states like Hawaii where the use of social security numbers of high school students is prohibited and the electronic sharing of files between secondary and postsecondary systems within the state does not exist. Recording articulated program of study data on the official transcript insures the timely transfer of earned dual credits and avoids problems such as forged or lost documents when the recording of earned dual credits is simply a certificate issued to students. This goal has become more important as the Board of Education is considering policy to award a CTE Recognition Certificate to graduating students who complete all the requirements for a diploma and successfully complete a CTE program of study.

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**Hawai'i's Career Pathway System  
Dual Credit Articulated Program of Study  
Agreement**

**STATE OF HAWAI'I  
DEPARTMENT OF EDUCATION**  
*Marketing Program of Study*

**AND**

**UNIVERSITY OF HAWAI'I  
COMMUNITY COLLEGES SYSTEM**  
*Marketing (MKT) Program of Study – Hawai'i CC and  
Kapi'olani CC  
Management (MGT)—Sales and Marketing Program of  
Study – Leeward CC  
Business Careers Program of Study – Maui CC*

**June 2009**

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**STATE OF HAWAI'I  
DEPARTMENT OF EDUCATION  
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**I. Purpose**

The purpose of this Articulation Agreement is to provide a mechanism which will enable students from the State of Hawai'i Department of Education (DOE) high schools who enroll at one of the University of Hawai'i Community Colleges (UHCCs) to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school.

**II. Agreements and Procedures**

- A. **Scope of Agreement.** This Articulation Agreement is entered into between the State of Hawai'i Department of Education and the following University of Hawai'i Community Colleges: Hawai'i Community College, Kapi'olani Community College, Leeward Community College and Maui Community College. Acceptance of these credits toward a program of study at any other institution in or outside of the University of Hawai'i system will be contingent upon the program and college requirements of the receiving institution.
- B. **Term of the Agreement.** This Articulation Agreement will remain in effect for five (5) years, or until June 2014. This Articulation Agreement will be subject to annual reviews by faculty and other appropriate representatives from the UHCCs and representatives from the DOE to address curriculum and course changes. An extensive review of possible substantive changes to the Agreement will be conducted by faculty and other appropriate representatives from the UHCCs and representatives from the DOE prior to the expiration of the Agreement.
- C. **Number of Credits to be Awarded.** Table 1 lists the requirements of the Department of Education's Marketing Program of Study and the corresponding University of Hawai'i Community Colleges' Marketing (MKT) – Hawai'i CC and Kapi'olani CC, Management (MGT)—Sales and Marketing – Leeward CC, and Business Careers – Maui CC Programs of Study courses and credits students may earn through this Agreement. The UHCCs articulated credit and contact hours are shown in parentheses (credit hours). A high school student must successfully complete the DOE Program of Study and pass the UHCC statewide assessment(s) to be eligible for the articulated credits.

D. **College Dual Credit Articulated Programs of Study (DCAPS) Procedures.** Each UH community college included in this Agreement shall be responsible for establishing procedures which detail the timeline, deadlines for application, and the appeals process consistent with this Agreement. These procedures shall be communicated to the Department of Education Perkins Program Administrator.

E. **Transferability of Credits.** As stipulated in this Agreement, credits awarded:

- (1) will transfer between the State of Hawai'i Department of Education and the University of Hawai'i Community Colleges designated in this Agreement;
- (2) will transfer between and among designated University of Hawai'i Community Colleges listed in this Agreement, and
- (3) may **not** be applicable to programs outside of this Agreement.

### III. Student Application Guidelines for Articulated Credits

A. **Student Eligibility.** Students must be accepted into the Marketing, Management—Sales and Marketing, or Business Careers program of study at a participating UH community college to be eligible for the awarding of any articulated college credit. When applying for articulated college credits, students must show evidence of: completion of the State of Hawai'i Department of Education Marketing Program of Study and passing score(s) they received on the UHCC statewide assessment(s). There will be no additional cost to the students for these credits. Students must request to have their official DOE transcripts sent directly to the receiving community college showing that the student:

- a. completed the program of study courses in the specified sequence,
- b. passed the high school pathway courses with final course grades of "C" or better,  
**and**
- c. passed the required assessment(s) with minimum score(s) of 70%.

B. **Timeline for Application.** Students should apply for articulated college credit by contacting the college counselor or program chair (see list of contact persons) within two (2) years from high school graduation (e.g. graduated June 2010, have until Spring 2012 to have applied for articulated credits at the receiving UH community college).

C. **Application Process.** For free articulated college credit, students must decide which UH community college (home campus) they plan on attending, then contact one of the college contacts listed in Appendix A for details of the articulation procedure and review process for that college.

**Table 1**

**Hawai'i State Department of Education and University of Hawai'i Community Colleges  
Dual Credit Articulated Program of Study Course Alignment:**

**Marketing Program**

<b>DOE CTE Core Course</b>	<b>DOE CTE Cluster Course</b>	<b>DOE Academic Course</b>	
Business Career Pathway Core (TBC3010)	Marketing (TBU3510)	Economics (CSD2500)	
Score of 70% or higher on the 90-minute BUS 120 multiple-choice examination. Score of 70% or higher on the 75-minute MKT 120 multiple-choice examination.			
<b>Students completing the above courses with a "C" or better and earning a 70% on the designated UHCC statewide assessments, may earn free articulated credits for BUS 120 and/or MKT 120 at any of the following</b> <b>University of Hawai'i Community Colleges</b>			
<b>Hawai'i CC</b>	<b>Kapi'olani CC</b>	<b>Leeward CC</b>	<b>Maui CC</b>
BUS 120 Principles of Business (3 credits)	BUS 120 Principles of Business (3 credits)	BUS 120 Principles of Business (3 credits)	BUS 120 Principles of Business (3 credits)
MKT 120 Principles of Marketing (3 credits)	MKT 120 Principles of Marketing (3 credits)	MKT 120 Principles of Marketing (3 credits)	MKT 120 Principles of Marketing (3 credits)

**Note: Should the Department of Education and/or Community Colleges course alphas and numbers change, but the course content and student learning outcomes remain the same, the conditions of the Articulation Agreement will be honored.**

**Hawai'i's Career Pathway System  
Dual Credit Articulated Program of Study Agreement**

**STATE OF HAWAI'I  
DEPARTMENT OF EDUCATION  
*Marketing Program of Study***

**AND**

**UNIVERSITY OF HAWAI'I  
COMMUNITY COLLEGES SYSTEM  
*Marketing (MKT) Program of Study – Hawai'i CC and Kapi'olani CC  
Management (MGT)—Sales and Marketing Program of Study – Leeward CC  
Business Careers Program of Study – Maui CC***

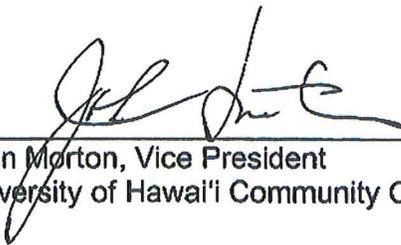
On behalf of the agencies named above, we agree to the terms and conditions of this articulation agreement.



\_\_\_\_\_  
Patricia Hamamoto, Superintendent  
State of Hawai'i Department of Education

*6-26-09*

\_\_\_\_\_  
Date



\_\_\_\_\_  
John Morton, Vice President  
University of Hawai'i Community Colleges

*6-26-09*

\_\_\_\_\_  
Date

**University of Hawai'i Community Colleges  
Campus Contacts**

Inquiries regarding content of specific courses in this Agreement should be directed to the individuals designated by asterisks (\*) in the table below.

<b>College</b>	<b>Program Area Contact</b>	<b>Articulation Coordinator</b>
Hawai'i CC	*James Yoshida, Professor, Marketing jamesyos@hawaii.edu, (808) 974-7427	Joni Onishi jonishi@hawaii.edu (808) 974-7455
Kapi'olani CC	*David Nakamaejo, Professor, Marketing dnakamae@hawaii.edu, (808) 734-9843  (Dag) Faustino Dagdag, Lecturer dagdagf@hawaii.edu, (808) 734-9444	Sharon Fowler fowlers@hawaii.edu (808) 734-9534
Leeward CC	*Ross Higa, Assistant Professor, Management higaross@hawaii.edu, (808) 455-0618	Jean Hara jhara@hawaii.edu (808) 455-0346
Maui CC	*Rick Miller, Assistant Professor, Business Careers rickm@hawaii.edu, (808) 984-3211	Debra Nakama debran@hawaii.edu (808) 984-3614

**Agency Contacts**

<b>Agency</b>	<b>Contact Phone number</b>
State of Hawai'i Department of Education	733-9141, ext. 418
University of Hawai'i Community Colleges System Office	956-7471

**University of Hawai'i Community College System**  
**BUS 120 Principles of Business**

**Crosswalk of Standards, to Student Learning Outcomes (SLOs)**  
**and Assessment Plan**

**Assessment Outline/Blueprint**

Business Core Content Standards	BUS 120 Student Learning Outcomes (SLOs)	BUS 120 Concepts	No. of Test Items
<b>BC-2.0:</b> Evaluate the impact of internal and external systems on business and business success.	<b>SLO#1:</b> <i>Demonstrate qualitative understanding of the impact of external factors on business decisions relative to the accomplishment of the mission and objectives of an organization.</i>	(1) Stakeholders (e.g. customers, employees, vendors, owners, shareholders/stockholders).	2
<b>BC-2.0:</b> Evaluate the impact of internal and external systems on business and business success.	<b>SLO#1:</b> <i>Demonstrate qualitative understanding of the impact of external factors on business decisions relative to the accomplishment of the mission and objectives of an organization.</i>	(2) External environment (e.g. environmental, economic, socio cultural, political, legal, technological, competitive and global).	8
<b>(Economics Standard 8:</b> Economics: RESOURCES, MARKETS, AND GOVERNMENT- Understand economic concepts and the characteristics of various economic systems.)	<b>SLO#2:</b> <i>Demonstrate qualitative understanding of various forms of business ownership to determine their appropriateness relative to an organization's resources, goals; and objectives.</i>	(3) Evolution of business in the United States (e.g. factory system, industrial revolution, Laissez-Faire and the entrepreneurship era, production era, marketing era, global era and the information era).	2
<b>BC-2.0:</b> Evaluate the impact of internal and external systems on business and business success. <b>BC-3.0:</b> Analyze individual and group behaviors and their impact within business organizations. <b>BC-3.1:</b> Analyze ways that corporate culture supports or limits the success of specific businesses.	<b>SLO#3:</b> <i>Demonstrate qualitative understanding of various business functions and practices and their impact on the successful operation of a business.</i>	(4) Human resource management (e.g. human resources, human resource planning, labor relations, labor markets, unions, civil rights, sexual harassment, EEO, staffing, compensation, training, laws that protect employee's rights).	5
<b>BC-2.0:</b> Evaluate the impact of internal and external systems on business and business success. <b>BC-3.0:</b> Analyze individual and group behaviors and their impact within business organizations. <b>BC-3.1:</b> Analyze ways that corporate culture supports or limits the success of specific businesses.	<b>SLO#2:</b> <i>Demonstrate qualitative understanding of various forms of business ownership to determine their appropriateness relative to an organization's resources, goals, and objectives.</i>	(5) International business (e.g. multinational, global, absolute vs. comparative advantage, import/export, tariffs, embargos, quotas, exchange rates, levels of international investment, risk/return, cultural influences, challenges and ethical considerations relative to international trade—North American Free Trade Agreement and other free trade agreements.)	8

Appendix B

Business Core Content Standards	BUS 120 Student Learning Outcomes (SLOs)	BUS 120 Concepts	No. of Test Items
<b>BC-3.0:</b> Analyze individual and group behaviors and their impact within business organizations.	<b>SLO#2:</b> <i>Demonstrate qualitative understanding of various forms of business ownership to determine their appropriateness relative to an organization's resources, goals, and objectives.</i>	(6) Forms of business ownership—current trends and characteristics for profits and non-profits (e.g. entrepreneurship, small business, franchising, sole proprietorship, partnerships, cooperatives, corporation, limited liability corporations, limited liability partnerships).	5
<b>BC-6.0:</b> Use basic accounting principles to analyze and evaluate business decisions.	<b>SLO#3:</b> <i>Demonstrate qualitative understanding of various business functions and practices and their impact on the successful operation of a business.</i>	(7) Accounting and financial statements (e.g. use of Generally Accepted Accounting Principles, Certified Public Accountants, ratio analysis).	8
<b>BC-7.0:</b> Analyze and evaluate business financial decisions.	<b>SLO#3:</b> <i>Demonstrate qualitative understanding of various business functions and practices and their impact on the successful operation of a business.</i>	(8) Finance (e.g. monetary systems, Federal Reserve, banking, loans—secured/unsecured, collateral, line of credit, working capital, common stock, debt, blue chip stocks, growth stocks, income stocks, etc.)	3
<b>BC-2.0:</b> Evaluate the impact of internal and external systems on business and business success.	<b>SLO#3:</b> <i>Demonstrate qualitative understanding of various business functions and practices and their impact on the successful operation of a business.</i>	(9) Securities markets (high returns, risky investments, price-to warnings ratios).	3
<b>BC-5.0:</b> Evaluate and apply service excellence concepts and skills to internal and external customers.	<b>SLO#3:</b> <i>Demonstrate qualitative understanding of various business functions and practices and their impact on the successful operation of a business.</i>	(10) Marketing (e.g. marketing mix)	8
<b>BC-4.0:</b> Analyze the influence of technology on business.	<b>SLO#3:</b> <i>Demonstrate qualitative understanding of various business functions and practices and their impact on the successful operation of a business.</i>	(11) Role of information technology in business. Effects of Intranet, Internet, World Wide Web, etc. on business.	2
<b>BC-2.0:</b> Evaluate the impact of internal and external systems on business and business success. <b>BC-3.0:</b> Analyze individual and group behaviors and their impact within business organizations.	<b>SLO#3:</b> <i>Demonstrate qualitative understanding of various business functions and practices and their impact on the successful operation of a business.</i>	(12) Management theories (including Maslow, equity, expectancy, TQM, ) and functions (e.g. leading, motivating—reward, coercive expert, referent power, staffing, planning, organizing, directing, controlling). Organizational chart, assigning tasks, performing tasks, distributing authority, forms of authority, organizational structure, organizational culture.	10

Appendix B

Business Core Content Standards	BUS 120 Student Learning Outcomes (SLOs)	BUS 120 Concepts	No. of Test Items
<p><b>BC-2.0:</b> Evaluate the impact of internal and external systems on business and business success.</p> <p><b>BC-3.0:</b> Analyze individual and group behaviors and their impact within business organizations.</p> <p><b>BC-3.2:</b> Define, give examples, and evaluate its impact of ethical and unethical behaviors on business.</p>	<p><b>SLO#4:</b> <i>Demonstrate qualitative understanding of the impact of business decisions o the external environment.</i></p>	<p>(13) Ethics/social responsibility (e.g. product safety, environmental responsibility, employment practices such as grievances, whistle blowing, ethical and unethical behaviors, insider trading, code of ethics, ethical dilemma, conflicts of interest, protected consumer rights, warning labels).</p>	<p>2</p>
			<p>66</p>

UH BUS 120 Student Learning Outcomes (SLOs) and Concepts

see [http://www.hawaii.edu/vpaa/system\\_aa/articulation.html](http://www.hawaii.edu/vpaa/system_aa/articulation.html)

**University of Hawai'i Community College System  
MKT 120 Principles of Marketing**

**Crosswalk of Standards, to Student Learning Outcomes (SLOs)  
and Assessment Plan**

**Assessment Outline/Blueprint**

<b>Marketing Content Standards</b>	<b>MKT 120 Student Learning Outcomes (SLOs)</b>	<b>MKT 120 Concepts</b>	<b>No. of Test Items</b>
<b>BLK-1.2:</b> Develops viable marketing mix strategies based on an assessment of market research results.	<b>SLO#1:</b> <i>Explain and discuss the impact that various business cultures have on the marketing process.</i>	1.1: Explain the marketing process.	3
<b>BLK 1.1:</b> Market Environment Analysis. Writes a market environment analysis that applies knowledge of macro environmental factors, uncovers trends that will influence marketing decisions, and justifies the identification of opportunities and threats.	<b>SLO#1:</b> <i>Explain and discuss the impact that various business cultures have on the marketing process.</i>	1.2: Discuss and give examples of companies practicing social responsibility.	2
<b>BLK-1.1:</b> Customer Profile. Creates a customer profile that applies knowledge of and analyzes influences affecting buying decisions.	<b>SLO#1:</b> <i>Explain and discuss the impact that various business cultures have on the marketing process.</i>	1.3: Discuss the significance of Customer Relationship Management (CRM).	2
<b>BLK-1.1:</b> Conducts market research and analysis that is sensitive to cost and time constraints by using the marketing research process to prepare a research report.	<b>SLO#2:</b> <i>Analyze marketing opportunities to develop new and to improve markets for business sales growth.</i>	2.1: Describe the marketing research process.	3
<b>BLK 1.1:</b> Market Environment Analysis. Writes a market environment analysis that applies knowledge of macro environmental factors, uncovers trends that will influence marketing decisions, and justifies the identification of opportunities and threats.	<b>SLO#2:</b> <i>Analyze marketing opportunities to develop new and to improve markets for business sales growth.</i>	2.2: Explain business marketing.	3
<b>BLK 1.1:</b> Customer Profile. Creates a customer profile that applies knowledge of and analyzes influences affecting buying decisions.	<b>SLO#2:</b> <i>Analyze marketing opportunities to develop new and to improve markets for business sales growth.</i>	2.3: Distinguish different consumer behaviors.	3
<b>BLK 1.1:</b> Market Environment Analysis. Writes a market environment analysis that applies knowledge of macro environmental factors, uncovers trends that will influence marketing decisions, and justifies the identification of opportunities and threats.	<b>SLO#2:</b> <i>Analyze marketing opportunities to develop new and to improve markets for business sales growth.</i>	2.4: Identify global marketing opportunities.	2
<b>BLK 1.1:</b> Situation Analysis. Selects a viable target market--Utilizes market research information to provide a justification for the selection of the target market based on an identified business opportunity.	<b>SLO#3:</b> <i>Analyze business functions and practices to develop marketing strategies that will result in profits for a business.</i>	3.1: Summarize market segmentation strategies.	5
<b>BLK 1.2:</b> Product Service Planning. Describes a product and/or product mix and its features/benefits. Delineates the strengths and weakness of the product in relation to its position on the product life cycle and in the market. Creates a complete product service	<b>SLO#3:</b> <i>Analyze business functions and practices to develop marketing strategies that will result in profits for a business.</i>	3.2: Explain product strategies.	5

Marketing Content Standards	MKT 120 Student Learning Outcomes (SLOs)	MKT 120 Concepts	No. of Test Items
plan that includes branding, labeling, packaging, and extended product features. Forecasts strategies for future product viability.			
<b>BLK 1.2:</b> Distribution. Explains how and where the product will be distributed and sold in the marketplace. Describes inventory control policies chosen for effective inventory management.	<b>SLO#3:</b> Analyze business functions and practices to develop marketing strategies that will result in profits for a business.	3.3: Describe place (distribution) strategies.	5
<b>BLK 1.2:</b> Pricing. Researches and applies pricing concepts and techniques. Explains price elasticity and sensitivity to product and the effects of both on buying.	<b>SLO#3:</b> Analyze business functions and practices to develop marketing strategies that will result in profits for a business.	3.4: Discuss price strategies.	5
<b>BLK 1.2:</b> Promotion. Assesses appropriate forms of communication that informs, persuades or reminds consumers about the product and creates a complete and appropriate promotional mix.	<b>SLO#3:</b> Analyze business functions and practices to develop marketing strategies that will result in profits for a business.	3.5: Explain promotion (communication) strategies.	5
<b>BLK-1.2:</b> Develops viable marketing mix strategies based on an assessment of market research results. <b>BLK 1.2:</b> Product Service Planning. Delineates the strengths and weakness of the product in relation to its position on the product life cycle and in the market.	<b>SLO#3:</b> Analyze business functions and practices to develop marketing strategies that will result in profits for a business.	3.6: Explain positioning strategies.	2
<b>BLK 1.2:</b> Develops viable marketing mix strategies based on an assessment of market research results.	<b>SLO#3:</b> Analyze business functions and practices to develop marketing strategies that will result in profits for a business.	3.7: Describe the strategic planning process.	3
<b>BLK 1.2:</b> Assesses appropriate forms of communication that informs, persuades or reminds consumers about the product (including internet/web-based options).	<b>SLO#3:</b> Analyze business functions and practices to develop marketing strategies that will result in profits for a business.	3.8: Identify Internet marketing strategies.	2
			<b>50</b>

**MKT 120 Student Learning Outcomes and Concepts**  
see [http://www.hawaii.edu/vpaa/system\\_aa/articulation.html](http://www.hawaii.edu/vpaa/system_aa/articulation.html)

## Appendix C

### Hawai'i's Career Pathway System: Dual Credit Articulated Program of Study Transition Plan

*Please check current school registration guides and college catalogs for up-to-date program of study requirements.*

<b>PATHWAY:</b>	Business	<b>CLUSTER:</b>	Marketing
<b>COLLEGE:</b>	Hawai'i Community College	<b>PROGRAM OF STUDY:</b>	Marketing
<b>HIGH SCHOOL:</b>	All DOE High Schools	<b>PROGRAM OF STUDY:</b>	Marketing

Education Level	Grade	English/ Language Arts	Math	Science	Social Studies	Other Required Courses	Other Electives/ Recommended Electives	CTE Career Pathway Program of Study Courses
<b>SECONDARY</b>	9	English/ Language Arts 1 (LCY1010)	Algebra 1 (MAX1110/MAX1120) or Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220)	Physical Science* (SPH2603)	World History (CHW1100) or U.S. History (CHU1100)	Physical Education (PEP1005) and Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	
	10	English/ Language Arts 2 (LCY2010)	Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220) or Trigonometry/PreCalculus (MCX1010/MCX1020)	Biology* (SLH2003)	World History (CHW1100) or U.S. History (CHU1100)	Health (one semester) (HLE1000) and Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	<b>Business Career Pathway Core (TBC 3010)</b>
	11	English/ Language Arts 3 (LCY3010)	Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220) or Trigonometry/Algebra 3 (MCX1010/MAX1310) or BCS Probability/Statistics (MXX1100/MXX1300)	Chemistry* (SPH3503)	Participation in Democracy (CGU1100) Modern History of Hawai'i (CHR1100)	Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	<i>Introduction to Marketing (TBG3504)</i>
	12	English/ Language Arts 4 (LCY4010)	Trigonometry/Algebra 3 (MCX1010/MAX1310) or BCS Probability/Statistics (MXX1100/MXX1300) or Trigonometry/PreCalculus (MCX1010/MCS1020) or AP Calculus (MCA1040) or Calculus (MCX1040)	Physics* (SPH5603)	Economics (CSD2500)	Personal Transition Plan (TCG1105)	Art, Music, Band, World Language, Health Elective, PE Elective, Other Elective and/or Senior Project	

\* No recommended grade-level sequence or specific course requirements.

The numbers in parentheses below represent the number of credits per course; a "V" following the course number represents variable credit.

Education Level	Certificates & Degrees	Language Arts	Cultural Environment	Natural Environment	Business Elective	Required Technical Education Courses
<b>POSTSECONDARY</b>	Associate in Applied Science (60 cr)	ENG 55 (3)	One course (3): ART, ASAN, DNCE, ED, ENG, HAW, HUM, HWST, JOUR, JPNS, LING, PHIL, PSY, REL, SPCO	Once course (3): AG, AST, BIOC, BIOL, BOT, CHEM, CULN, FSHN, GEOG, MICR, OCN, PHRM, PHYS, SCI, ZOO	One course (3):  MGT 20, MKT 158, MKT 193B, BUSN 170, ENT 120, SPCO 51, 130, 151	ACC 20 or ACC 124 or 201 <b>BUS 120 (3)</b> , BUS 71, BUSN 89 (1), 189 (3), 121 or 123 (3), 160 (1), 166 (1), 150 (3) or ICS 101 (4), ECOM 100 (3), MGT 124 (3), <b>MKT 120 (3)</b> , 121 (3), 130 (3), 151 (3), 157 (3), 185 (3), 193V (3) or 193B (3)
				Source for UHCC information: Hawai'i CC 2009-2010 catalog, online Estimated 2009-2010 Cost Savings: Tuition (@ \$79/credit) = \$474 Books & Supplies = \$200 (estimate) TOTAL Estimated Savings = \$674		

## Appendix C

### Hawai'i's Career Pathway System: Dual Credit Articulated Program of Study Transition Plan

*Please check current school registration guides and college catalogs for up-to-date program of study requirements.*

<b>PATHWAY:</b>	Business	<b>CLUSTER:</b>	Marketing
<b>COLLEGE:</b>	Kapi'olani Community College	<b>PROGRAM OF STUDY:</b>	Marketing
<b>HIGH SCHOOL:</b>	All DOE High Schools	<b>PROGRAM OF STUDY:</b>	Marketing

Education Level	Grade	English/ Language Arts	Math	Science	Social Studies	Other Required Courses	Other Electives/ Recommended Electives	CTE Career Pathway Program of Study Courses
<b>SECONDARY</b>	9	English/ Language Arts 1 (LCY1010)	Algebra 1 (MAX1110/MAX1120) or Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220)	Physical Science* (SPH2603)	World History (CHW1100) or U.S. History (CHU1100)	Physical Education (PEP1005) and Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	
	10	English/ Language Arts 2 (LCY2010)	Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220) or Trigonometry/PreCalculus (MCX1010/MCX1020)	Biology* (SLH2003)	World History (CHW1100) or U.S. History (CHU1100)	Health (one semester) (HLE1000) and Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	<b>Business Career Pathway Core (TBC 3010)</b>
	11	English/ Language Arts 3 (LCY3010)	Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220) or Trigonometry/Algebra 3 (MCX1010/MAX1310) or BCS Probability/Statistics (MXX1100/MXX1300)	Chemistry* (SPH3503)	Participation in Democracy (CGU1100) Modern History of Hawai'i (CHR1100)	Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	<i>Introduction to Marketing (TBG3504)</i>
	12	English/ Language Arts 4 (LCY4010)	Trigonometry/Algebra 3 (MCX1010/MAX1310) or BCS Probability/Statistics (MXX1100/MXX1300) or Trigonometry/PreCalculus (MCX1010/MCS1020) or AP Calculus (MCA1040) or Calculus (MCX1040)	Physics* (SPH5603)	Economics (CSD2500)	Personal Transition Plan (TCG1105)	Art, Music, Band, World Language, Health Elective, PE Elective, Other Elective and/or Senior Project	

\* No recommended grade-level sequence or specific course requirements.

The numbers in parentheses below represent the number of credits per course; a "V" following the course number represents variable credit.

Education Level	Certificates & Degrees	Language Arts	Math	Science	Humanities & Social Sciences	Required Technical Education Courses
<b>POSTSECONDARY</b>	Associate in Science (66 cr)	ENG 160 or 209 or 225 (3)	BUS 100 or 250 or MATH 115 or 103 (3) or higher level mathematics	KCC AS/NS Natural Science elective 100 level or higher (3)	KCC AS/AH Arts & Humanities elective 100 level or higher (3) ECON 120 (3)	ACC 201 (3), <b>BUS 120 (3)</b> EBUS 101 (3), ICS 101 (3) <b>MKT 120 (3)</b> , 130 (3), 150 (3), 160 (3), 180 (3), 185 (3), 230 (3), 250 (3), 260 (3), 293 (3) Plus 3 courses for 9 credits from the following: EBUS 220 (3), ENT 125 (3), 130 (3), 150 (3), MGT 118 (3), 122 (3), 124 (3)
 <b>CCTI</b> FOR INNOVATION IN THE COMMON COLLEGE College and Career Transitions Initiative		 <b>CTE</b> CAREER AND TECHNICAL EDUCATION CENTER		Source for UHCC information: Kapi'olani CC 2008-2009 catalog online. Estimated 2009-2010 Cost Savings: Tuition (@ \$79/credit) = \$474 Books & Supplies = \$200 (estimate) <b>TOTAL Estimated Savings = \$674</b>		

## Appendix C

### Hawai'i's Career Pathway System: Dual Credit Articulated Program of Study Transition Plan

*Please check current school registration guides and college catalogs for up-to-date program of study requirements.*

<b>PATHWAY:</b>	Business	<b>CLUSTER:</b>	Marketing
<b>COLLEGE:</b>	Leeward Community College	<b>PROGRAM OF STUDY:</b>	Management—Sales and Marketing
<b>HIGH SCHOOL:</b>	All DOE High Schools	<b>PROGRAM OF STUDY:</b>	Marketing

Education Level	Grade	English/ Language Arts	Math	Science	Social Studies	Other Required Courses	Other Electives/ Recommended Electives	CTE Career Pathway Program of Study Courses
<b>SECONDARY</b>	9	English/ Language Arts 1 (LCY1010)	Algebra 1 (MAX1110/MAX1120) or Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220)	Physical Science* (SPH2603)	World History (CHW1100) or U.S. History (CHU1100)	Physical Education (PEP1005) and Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	
	10	English/ Language Arts 2 (LCY2010)	Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220) or Trigonometry/PreCalculus (MCX1010/MCX1020)	Biology* (SLH2003)	World History (CHW1100) or U.S. History (CHU1100)	Health (one semester) (HLE1000) and Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	<b>Business Career Pathway Core (TBC 3010)</b>
	11	English/ Language Arts 3 (LCY3010)	Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220) or Trigonometry/Algebra 3 (MCX1010/MAX1310) or BCS Probability/Statistics (MXX1100/MXX1300)	Chemistry* (SPH3503)	Participation in Democracy (CGU1100) Modern History of Hawai'i (CHR1100)	Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	<i>Introduction to Marketing (TBG3504)</i>
	12	English/ Language Arts 4 (LCY4010)	Trigonometry/Algebra 3 (MCX1010/MAX1310) or BCS Probability/Statistics (MXX1100/MXX1300) or Trigonometry/PreCalculus (MCX1010/MCS1020) or AP Calculus (MCA1040) or Calculus (MCX1040)	Physics* (SPH5603)	Economics (CSD2500)	Personal Transition Plan (TCG1105)	Art, Music, Band, World Language, Health Elective, PE Elective, Other Elective and/or Senior Project	

\* No recommended grade-level sequence or specific course requirements.

The numbers in parentheses below represent the number of credits per course; a "V" following the course number represents variable credit.

Education Level	Certificates & Degrees	Language Arts	Math	Science	Humanities & Social Sciences	Required Technical Education Courses
<b>POSTSECONDARY</b>	Certificate of Completion (21 cr)	ENG 22 or 100 (3)				BUS 20 (3) or <b>BUS 120 (3)</b> MKT 150/30 (3), 120/40 (3), 160/20 or MKT 130/45 (3) BUSN 188 (3) 3 credits of courses from the following groups: BUSN 131 (2), BUSN 137 (1), *OAT 20B (1), *OAT 134 (1)  *OAT 20B/134 are no longer offered
	Certificate of Competence, Management Foundations (9 Credits)					MGT 120 (3), ACC 124 (3) or ACC 201 (3), <b>MKT 120 (3)</b>

 <p><b>CCTI</b> College and Career Transitions Initiative</p>	 <p><b>CTE</b> CAREER AND TECHNICAL EDUCATION CENTER</p>	Source for UHCC information: Leeward CC 2009-2010 catalog, online Estimated 2009-2010 Cost Savings: Tuition (@ \$79/credit) = \$474 Books & Supplies = \$200 (estimate) TOTAL Estimated Savings = \$674
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## Appendix C

### Hawai'i's Career Pathway System: Dual Credit Articulated Program of Study Transition Plan

*Please check current school registration guides and college catalogs for up-to-date program of study requirements.*

PATHWAY:		Business			CLUSTER:		Marketing		
COLLEGE:		Maui Community College			PROGRAM OF STUDY:		Business Careers		
HIGH SCHOOL:		All DOE High Schools			PROGRAM OF STUDY:		Marketing		
SECONDARY	Education Level	Grade	English/ Language Arts	Math	Science	Social Studies	Other Required Courses	Other Electives/ Recommended Electives	CTE Career Pathway Program of Study Courses
		9	English/ Language Arts 1 (LCY1010)	Algebra 1 (MAX1110/MAX1120) or Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220)	Physical Science* (SPH2603)	World History (CHW1100) or U.S. History (CHU1100)	Physical Education (PEP1005) and Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	
		10	English/ Language Arts 2 (LCY2010)	Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220) or Trigonometry/PreCalculus (MCX1010/MCX1020)	Biology* (SLH2003)	World History (CHW1100) or U.S. History (CHU1100)	Health (one semester) (HLE1000) and Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	Business Career Pathway Core (TBC 3010)
		11	English/ Language Arts 3 (LCY3010)	Geometry (MGX1110/MGX1120) or Algebra 2 (MAX1210/MAX1220) or Trigonometry/Algebra 3 (MCX1010/MAX1310) or BCS Probability/Statistics (MXX1100/MXX1300)	Chemistry* (SPH3503)	Participation in Democracy (CGU1100) Modern History of Hawai'i (CHR1100)	Personal Transition Plan	Art, Music, Band, World Language, Health Elective, PE Elective or Other Elective	Introduction to Marketing (TBG3504)
	12	English/ Language Arts 4 (LCY4010)	Trigonometry/Algebra 3 (MCX1010/MAX1310) or BCS Probability/Statistics (MXX1100/MXX1300) or Trigonometry/PreCalculus (MCX1010/MCS1020) or AP Calculus (MCA1040) or Calculus (MCX1040)	Physics* (SPH5603)	Economics (CSD2500)	Personal Transition Plan (TCG1105)	Art, Music, Band, World Language, Health Elective, PE Elective, Other Elective and/or Senior Project		

\* No recommended grade-level sequence or specific course requirements.

The numbers in parentheses below represent the number of credits per course; a "V" following the course number represents variable credit.

Education Level	Certificates & Degrees		Language Arts	Math	Science	Humanities & Social Sciences	Required Technical Education Courses
	POSTSECONDARY	Associate in Applied Science, Option I (62-63 cr)		ENG 100 (3) or ENG 209 (3)		Natural Science elective (3-4)	Humanities elective (3) Social Science elective (3)
Certificate of Achievement (32 cr)		ENG 55 (3) or ENG100 (3)			IS 106 (2)	BUS/COM 130 (3), <b>BUS 120 (3)</b> , ACC 124 (3) and 125 (3) or ACC 201 (3) and Business Elective (3), <b>MKT 120 (3)</b> , Business Elective (3), BUSN 189 (3), BUSN 150 (3) or ICS 101 (3), MGT 122 (3) or PSY 100 (3) or SOC 100 (3)	
Certificate of Competence—Marketing (3 cr) e-Marketing (9 cr)						MKT 120 (3)  BUSN 150 (3), BUSN 261 (3), BUSN 262 (3)	
 <b>CCTI</b> FOR INNOVATION IN THE COMMUNITY COLLEGE College and Career Transitions Initiative			 <b>CTE</b> CAREER AND TECHNICAL EDUCATION CENTER			Source for UHCC information: Maui CC 2009-2010 catalog, online Estimated 2009-2010 Cost Savings: Tuition (@ \$79/credit) = \$474 Books & Supplies = \$200 (estimate) <b>TOTAL Estimated Savings = \$674</b>	

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