



# HIGH SCHOOL TO COLLEGE ARTICULATION

MiraCosta Career Education

# WHAT IS ARTICULATION?

An articulated high school course that the college have determined to be comparable to a **specific** community college course.

Students whom have taken an articulated high school course may be able to earn college credit by choosing to participate in a credit by examination process.



# STUDENTS BENEFIT

- Graduate high school with college credit
- More engaged with learning
- Boost on 4-year college applications
- Cost savings
  - Students pay nothing for course or textbooks regardless of income
  - Zero impact on financial aid eligibility if student is not recommended for credit or fails to meet the A or B requirements



# EARLY COLLEGE CREDIT DIFFERENCES

	Articulated HS Course	Dual Enrollment	Concurrent Enrollment
Instructor	High School Teacher	College Faculty or HS Instructor who meets college faculty requirements	College Faculty
Location	High School	High School	College
Cost of Course to HS Student	Free	\$19* *Exception OSHS and ECHS CCAP - Free	\$19 hlth fee FA/SP \$16 hlth fee SU
Cost of textbooks to HS student	Free	Free	Student pays
Grading	Only A or B transcribed if recommended for credit	Grade earned transcribed	Grade earned transcribed



# ONLINE RESOURCES: MIRA COSTA CTE TRANSITIONS

Visit our website for resources

<http://miracosta.edu/instruction/ctetransitions/index.html>

**EDUCATOR INFORMATION**

- + [Articulation FAQ](#)
- + [CATEMA link - Online Registration for Articulated Courses](#)
- + [Educator Guidebook](#)
- + [MCC Public Course Outlines](#)
- + [Statewide Career Pathways](#)
- + [San Diego & Imperial Counties Community Colleges](#)
- + [Labor Market Data--Centers of Excellence-San Diego/Imperial](#)

**Before you start your request, review our course outline**

**How does a High School Teacher Request an Articulation Agreement?**

**EDUCATOR INFORMATION**

ABOUT CTE TRANSITIONS  
HOW ARTICULATED CREDIT IS AWARDED  
STUDENT & PARENT INFORMATION  
HIGH SCHOOLS WITH ARTICULATIONS  
EVENTS

# CURRICUNET

1. Select  
"Course"

Program **Course**

Subjects

Course Number

Title


2. Select Subject  
from pull down  
and insert Course  
Number.

Select a subjects from the list of values to obtain all courses in a subjects.

Select a subjects and enter a course number to obtain the syllabus for a specific course.

Enter a keyword to obtain a list of all courses containing this word in the course title or description.

3. Select  
"Search"

**BUS 120 - Introduction to Business**  Public Course Outline

4. Click on the  
outline that  
appears to  
view.

3.00 Credits

# PUBLIC COURSE OUTLINE

COURSE OUTLINE  
Last Revised and Approved: 12/14/2017



## BUS 120 - INTRODUCTION TO BUSINESS

Units Lecture	3.00	Units Lab	0.00	Units Total	3.00
Lecture Weekly Contact Hours	3.00	Lab Weekly Contact Hours	0.00	Total Weekly Contact Hours	3.00
Lecture Weekly Outside of Class Hours	0.00	Lab Weekly Outside of Class Hours	0.00	Total Weekly Outside of Class Hours	0.00
Total Semester Hours	48.00 - 54.00	Total Outside of Class Hours	0.00 - 0.00		

Typically Offered: Fall, Spring - F,SP

### COURSE DESCRIPTION

This course introduces the trends and opportunities in today's dynamic business environment as they relate to economics, global markets, ethics and social responsibility, business ownership forms, entrepreneurship, management responsibility, human resources management, marketing, operations, accounting, and financial management. Students gain important business context and discover business career and educational opportunities. C-ID BUS-110.

### ENROLLMENT RESTRICTIONS

### OUTLINE OF COURSE LECTURE CONTENT

*The course lecture will address the following topics:*

- I. Business environment
  - A. Economics
  - B. Ethical decision making
  - C. Global marketplace competition
  - D. E-business and information technology.
- II. Business ownership
  - A. Forms of business ownership
  - B. Entrepreneurship: why and how some start and manage their own business.
- III. Managing organizations
  - A. Management and leadership theory
    1. Planning types
    2. Management styles
    3. Managerial roles
    4. Managerial skills.
  - B. Organizational structure design
    1. Centralization vs. decentralization/mechanistic vs. organic
    2. Managerial hierarchy.
    3. Human resources management and labor relations
    - D. Employee motivation.



# PUBLIC COURSE OUTLINE

## IV. Marketing management

- A. Developing a marketing strategy (customer value, competitive advantage)
- B. Marketing mix elements
- C. Promotion products/services (advertising, public relations, sales promotion)
- D. Distribution channels for products and services
- E. Market segmentation.

## V. Accounting

- A. Accounting profession
- B. Basic accounting procedures (accounting equation, accounting cycle)
- C. Three primary financial reports
  - 1. Balance sheet
  - 2. Income statement
  - 3. Statement of cash flows.
- D. Ratio analysis

## VI. Financial system

- A. Functions of money and U.S. money supply
- B. Federal Reserve
- C. U.S. financial institutions
- D. Securities markets and the financial system.

## VII. Business law

- A. Uniform Commercial Code
- B. Employment and labor
- C. Fair practice global citizenship.

## VIII. Risk management

- A. Contingency planning
- B. Succession planning
- C. Process controls
- D. Fiduciary responsibility.

## OUTLINE OF COURSE LAB CONTENT

*The course lab will address the following topics:*

## PERFORMANCE OBJECTIVES

*Upon successful completion of this course, students will be able to do the following:*

- 1). Identify business trends and strategies and explain the relationship to local and global economies; discuss ethical and social responsibility in the business environment.
- 2). Define business terms and explain their application in a business setting.
- 3). Compare and contrast business entities.
- 4). Compare and contrast economic systems.
- 5). Compare and contrast management styles.
- 6). Develop and utilize workplace skills within a team.
- 7). Recognize basic employee motivational strategies.
- 8). Identify and demonstrate the key components of the marketing mix.
- 9). Compare and contrast basic financial reports; illustrate ratio analysis.
- 10). Identify securities markets, including investment options, mechanisms of investing, and how to conduct basic analysis of business financial information.
- 11). Identify the primary legal tools used in the practice of business law (torts, contracts, intellectual property); discuss the American legal system from the business perspective.
- 12). Identify the components of risk management and basic insurance concepts.
- 13). Identify potential career directions in business.





# PUBLIC COURSE OUTLINE

## READING ASSIGNMENTS

*Reading assignments will be consistent with, but not limited by, the following types and examples:*

- 1) Read assigned chapters in the text.
- 2) Read assigned and individually chosen current events articles and in general new publications on topics related to aspects of business.
- 3) Read articles and research individual company information related to specific business topics for assigned written papers, group projects, and presentations.
- 4) Read instructor-provided articles related to specific business topics for assigned written papers, group projects, and presentations.

## WRITING ASSIGNMENTS

*Writing assignments will be consistent with, but not limited by, the following types and examples:*

- 1) Prepare written summaries/evaluations of films, guest speakers, and/or classroom activities.
- 2) Prepare written responses to exam and/or quiz essay questions.

## OUTSIDE-OF-CLASS ASSIGNMENTS

*Outside-of-class assignments will be consistent with, but not limited by, the following types and examples:*

- 1) Complete reading assignments.
- 2) Complete writing assignments.
- 3) Write comments to posed questions and respond to other students on the college's standard learning management system.
- 4) Complete and post on an Internet-based plagiarism-detection service, such as turnitin.com, several written presentations on text topics and individual career and education plans.
- 5) Prepare written reports from assigned research of specific companies, business leaders, or industries.

## STUDENT LEARNING OUTCOMES

1. Explain the functions of business and the influence of governmental policies and the global economy on U.S. corporations.

## METHODS OF INSTRUCTION

*Instructional methodologies will be consistent with, but not limited by, the following types or examples:*

- 1) Instructor lecture for each topic using PowerPoint presentations, videos, handouts, and demonstrations, highlighting information on whiteboard, and/or using document readers in conjunction with data projectors.
- 2) Class discussions to support the clarity of course content, critical thinking, and application of class topics to real-world examples.
- 3) Collaborative student work groups in which students discuss, evaluate, and fine-tune their understanding of class topics with one another.
- 4) Instructor feedback and evaluation of student work and use of guest speakers and educational games when appropriate.
- 5) Enhanced practical understanding of basic business concepts through exposure to real-world conditions during field trips.
- 6) Instructor-guided discussions to support high-level thinking about outside-of-class assignments, which may include interviews, field trips, films, case studies, business articles, websites, and supplemental information provided by the instructor.
- 7) Student-led discussion of research on specific companies, business leaders, corporate responsibility, mission statements, business plans, and/or other business topics as assigned.



# PUBLIC COURSE OUTLINE

## METHODS OF EVALUATION

*Evaluation methodologies will be consistent with, but not limited by, the following types or examples:*

- 1). Performance on quizzes and exams that test student's knowledge of course content using multiple-choice, short-answer, matching, and essay questions.
- 2). Written work including writing assignments and case analysis to demonstrate clarity, comprehension, and ability to communicate course content.
- 3). Reading assignments to demonstrate critical thinking, application of course content, comprehension, and clarity.
- 4). Class participation and in-class oral presentation to demonstrate clarity of verbal communication, comprehension, critical thinking, and mastery of course content.
- 5). Research projects resulting in written reports or oral presentation in class.
- 6). Outside-of-class assignments to demonstrate clarity, comprehension, and ability to communicate course content, such as research on specific companies, business current events, and/or business leaders.

## REQUIRED TEXTBOOKS

*Examples of typical textbooks for this course include the following:*

1. Boone, Louis E., and David L. Kurtz. Contemporary Business. 16th ed., Wiley, 2014. 978-1118772393
2. Kelly, Marcella, and Chuck Williams. BUSN. 11th ed., Southwestern College, 2018. 978-1337407120
3. Nickels, William G., James M. McHugh, and Susan M. McHugh. Understanding Business. 10th ed., McGraw-Hill, 2012. 978-0073524597

## OTHER REQUIRED INSTRUCTIONAL MATERIALS

None.

## COURSE REPEATABILITY

*Total Completions Allowed: 1*

## FULFILLS MIRACOSTA COLLEGE ASSOCIATE DEGREE REQUIREMENTS

## ARTICULATION

*Transfer Status:* Acceptable for Credit: CSU, UC  
*CSU/IGETC GE Area(s):* 103 - CSU, UC

## THIS COURSE IS INCORPORATED INTO THE FOLLOWING PROGRAM(S)

AA Degree \*CURRENT\* Liberal Arts with an Area of Emphasis in Business and Technology  
AS-T Degree \*CURRENT\* Business Administration for Transfer  
Certificate of Achievement \*CURRENT\* Accounting  
AA Degree \*CURRENT\* Accounting  
AA Degree \*FUTURE\* Entrepreneurship  
AA Degree \*FUTURE\* Management  
AA Degree \*FUTURE\* Marketing  
Certificate of Achievement \*FUTURE\* Entrepreneurship  
Certificate of Achievement \*FUTURE\* Management  
Certificate of Achievement \*FUTURE\* Marketing

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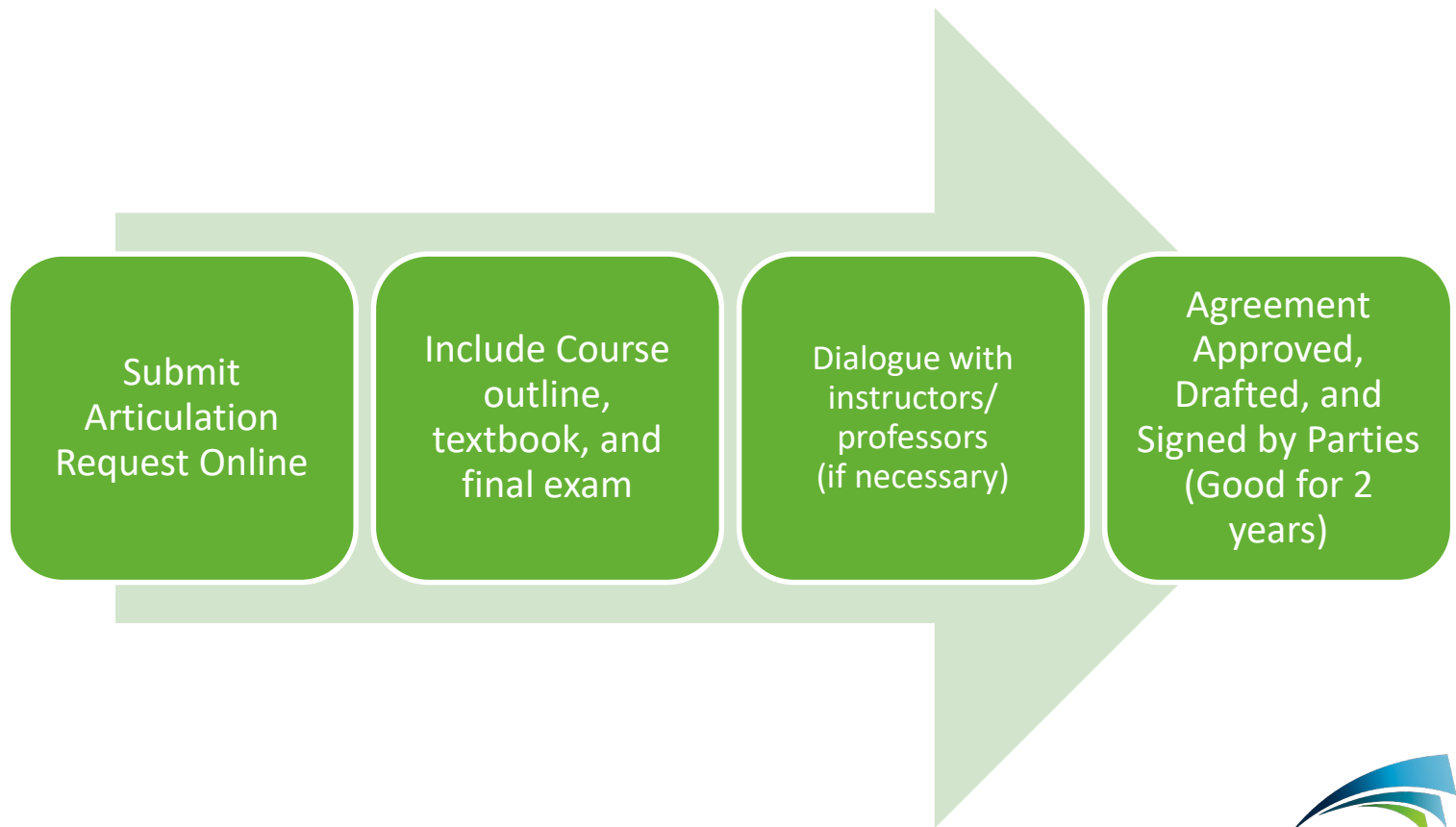


# WHAT ARE MIRACOSTA FACULTY LOOKING FOR?

- **HS and college course outline, software, and capstone assignment alignment**
- **Rigor demonstrated through assignments, exams, and projects**
- **Course objectives align and are easily identified in your Articulation Request**
  - › Ex: Assignment X addresses Objectives 1,2,4, and 7



# ARTICULATION REQUEST PROCESS



# ARTICULATION REQUEST FORM

<http://miracosta.edu/instruction/ctetransitions/educatorinfo.html>

## EDUCATOR INFORMATION

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- + [Labor Market Data--Centers of Excellence-San Diego/Imperial](#)



# ARTICULATION REQUEST FORM

## MiraCosta College Articulation Request Form

Please answer all questions and submit the requested documentation. Before you begin, please review the course outlines for the MCC course you are requesting to articulate with. They are available online at <https://miracosta.curricUNET.com/PublicSearch/Index/>

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Not [careered@miracosta.edu](mailto:careered@miracosta.edu)? [Switch account](#)

\* Required

Email address \*

Your email \_\_\_\_\_

Requester Name \*

Your answer \_\_\_\_\_

Phone Number \*

Your answer \_\_\_\_\_

Please select your role \*

- High School Instructor
- District CTE Staff
- Other: \_\_\_\_\_

School District \*

- Carlsbad



# ARTICULATION REQUEST FORM

Which high school(s) are you submitting this request for? \*

- Carlsbad High School
- Canyon Crest
- El Camino High School
- La Costa Canyon
- Oceanside High School
- Sage Creek
- San Dieguito Academy
- Springs Charter
- Torrey Pines
- Other: \_\_\_\_\_

If "other," please provide your high school name.

Your answer \_\_\_\_\_

Your High School Course Title \*

Your answer \_\_\_\_\_

MiraCosta College Course Title \*

Your answer \_\_\_\_\_

High School Course Description \*

Your answer \_\_\_\_\_



# ARTICULATION REQUEST FORM

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## High School Course Description \*

Your answer \_\_\_\_\_

Please read the MCC course outline prior to submitting.  
<https://miracosta.curricunet.com/PublicSearch/Index/> \*

I confirm I have reviewed the MiraCosta College course outline for the course I wish to articulate, checking for alignment and any prerequisites.

## Number of High School Credits (5, 10, or varies (work experience courses) \*

Your answer \_\_\_\_\_

## Course Hours in School Year \*

180

185

Other: \_\_\_\_\_

## High School Course Prerequisites (NA if none) \*

Your answer \_\_\_\_\_

If your course requires a Prerequisite, please upload your course outline (2 page maximum).

[ADD FILE](#)

## High School Advisories/Recommendations (NA if none) \*

Your answer \_\_\_\_\_





# ARTICULATION REQUEST FORM

Your answer

Upload your course outline (2 page maximum) \*

[ADD FILE](#)

Upload a copy of your SLO's (limit 10) \*

[ADD FILE](#)

What methods do you use to assess student progress and mastery? (presentations, projects, exams, papers) \*

Your answer

Textbooks, Software, and Equipment (include version or year made/published). \*

Your answer

Upload a copy of final exam or project. \*

[ADD FILE](#)

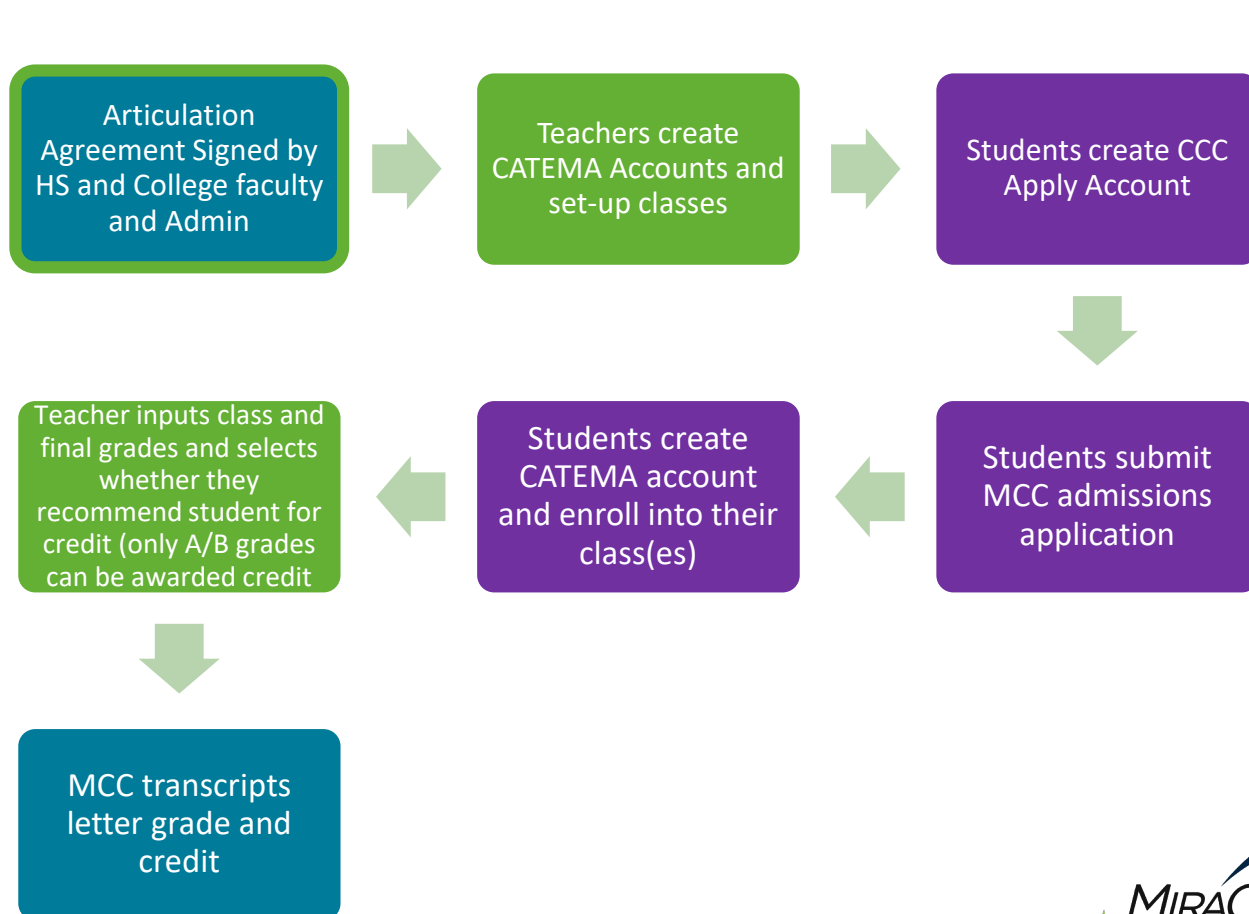
**SUBMIT**

Never submit passwords through Google Forms.



# HOW DO STUDENTS RECEIVE CREDIT?

Signatures will now be submitted electronically!



# STUDENT REGISTRATION REQUIREMENTS

## Student Steps:

1. Create CCC Apply account
2. Apply for MiraCosta College\*
  - Applications take two business days to process
3. Student receives email with MiraCosta SURF/Student ID needed for CATEMA
4. Student Registers in CATEMA

**Note:** Students should disregard any emails about Concurrent Enrollment or Residency

MCC Application Workshops in October & November



# CATEMA-COURSE DATABASE

Teacher - Task Menu

demo

[Home](#)

For system security, please remember to... [Logout](#)

Mary Hello  
robin@dbstatco.com

<< January 2019 >>  

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**Jun 30, 2019**  
Completion Deadline

**6** Enrollments pending acceptance!  
**17** Student enrollments not yet rated!

[Add New Classes](#)  
[View Class List](#)  
[Courses Offered](#)  
[View Class History](#)  
[Update Personal Info](#)

## Your Class Information For The 2018-19 School Year

	Classes	Enrollments	Students
Classes Pending	4	Pending Enrollments 6	Pending Students 4
Classes Approved	8	Accepted Enrollments 27	Accepted Students 22
		Enrolled - Not Rated 17	

- Shadow system where teachers create classes and input their credit recommendations
- Students must register and sign up for their class(es)
- Admissions & Records pulls class rosters to place students in appropriate MiraCosta class and transcript grades and credit
- Serves as our data and record keeping



# CATEMA-CLASS ROSTER & GRADE ENTRY

Student Enrollment  
Class ID: 626

[Class List](#)

Manual Drive Trains and Axles - AUTO 102 Credits: 4.0

Period 2

[Mary\\_Hello](#) - Auto II

4 Enrolled

**Important Note:**

=> "Yes/No" indicates *Acceptance* of class enrollment ONLY, and should be marked as soon as students are enrolled.  
=> A "Grade, Recommendation" for credit or completion is REQUIRED for all students at the end of the school year.

For more information, place cursor over each column header below...

ID# ? Student ?	Student ID ?	Yes / No ?	Grade?	Exam?	Recommendation ?	Comment ?
<a href="#">1441 Beans_Cathleen</a>	4024701	<input checked="" type="radio"/> <input type="radio"/>			<input type="radio"/> Credit <input type="radio"/> No Credit	
<a href="#">1407 Davis_Sarah M</a>	7110033	<input checked="" type="radio"/> <input type="radio"/>			<input type="radio"/> Credit <input type="radio"/> No Credit	
<a href="#">1431 Flores_Elyjah E</a>	1056932	<input checked="" type="radio"/> <input type="radio"/>	B	B	<input checked="" type="radio"/> Credit <input type="radio"/> No Credit	
<a href="#">1447 Up_Seven</a>	1401235	<input type="radio"/> <input type="radio"/>			<input type="radio"/> Credit <input type="radio"/> No Credit	

You must click the Save button to save changes.

Save Changes

[Home](#)

[Class Competencies](#)

[Print Roster](#)

[Log Out](#)



# IMPORTANT DATES & DEADLINES

## Fall 2018

**September:** Register for Application Workshops (email will be sent from MCC)

**October 12:** Deadline for Teachers to create CATEMA accounts and add classes

**November 30:** Deadline for Students to complete MCC Application

## Spring 2019

**January 11:** Articulation Agreement Training Day for 2019-2021

**January 11:** Articulation Request/Renewal Available Online

**February 1:** Deadline for students to create CATEMA account

**March 1:** Articulation Requests Due for 2019-21

**June 14:** Deadline for teachers to enter grades and recommend credit in CATEMA for 2018-19

## Fall 2019

**September 1:** Students able to request transcripts & letters mailed to students informing them how to request transcript

*\*Some schools' calendars don't align with these dates, and we will work with you to ensure appropriate deadlines are set for you*



# WHY THE DEADLINES MATTER

- Allows ample clean-up time
- We need reliable data
  - CATEMA is our paper trail
- CATEMA closes for data entry at end of school year
  - No new student accounts, grades, or credit recommendations can be entered



# DATA



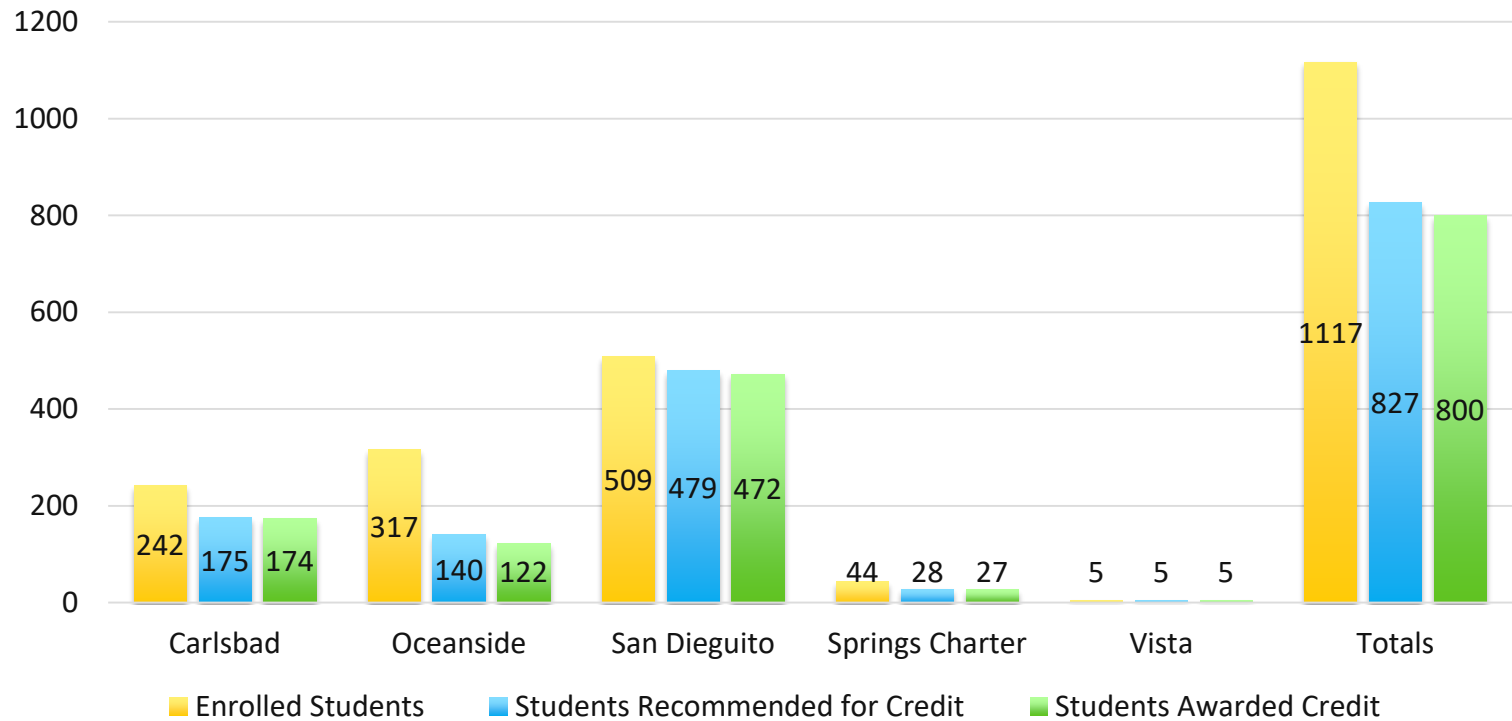


# DATA CHALLENGES

- **Historic data unreliable**
- **Not every student is completing MCC application**
- **Not every student is registering in CATEMA**
- **Inaccurate SURF ID in CATEMA**
- **Results in credit not awarded and inaccurate and incomplete enrollment information**



# 2017-18 MCC ARTICULATION OVERVIEW



# BREAK



# GROUP DISCUSSION: CAREER PATHWAY GOALS

At your table, discuss:

1. What are your goals for strengthening high school to college pathways for our students?
2. What ideas do you have to strengthen these pathways and make the transition smoother for students?

*\*We have assigned note takers at each table*



# DISCIPLINE BREAKOUT DISCUSSIONS



THANK YOU!

