University of Hawaii Maui College Course Outline and CAR - 5-year Review/Amnesty Form

This form includes only those questions required for the 5-year review/amnesty process. Those questions not need have been omitted from the form; each question retains the same number as on the Course Outline and CAR for new and modified courses.

Numbers 1 to 10 and 30 cannot be modified using this form or via the 5-year review/amnesty ber

process. The information in numbers 1 to 10 must match the ρι 30 must match approved designations for the course.	
Author(s): Rick Miller	ORIGINAL June 2011
Department: Business/Hospitality	Received March 2004 Under Amnesty Program
Date submitted to Curriculum Committee: June 30, 2011	SLOs Updated & Linked To Content COWIQ Grid Prepared
Course:	
1. Alpha: BUS 2. Number:125 3. Title: Starting a Small Business 4. Credits: 3 5. Contact Hours/	Tunos 2 hour locture
4. Credits. 3 5. Contact Hours/	Type: 3 hour lecture
6. Course Description: Surveys the small business environment, establishing a processes, marketing assessments, financing, operation government regulations. Covers development of a bus who wish to start or are currently operating their own s	ons considerations, and iness plan. Designed for those
7. Pre-requisites: ENG 19 with grade C or better, or placen consent.	nent at least ENG 22 or 55, or
Pre-requisite may be waived by consent yes	s 🗌 no
8. Co-requisites:	
9. Recommended Preparation: ENG 22 or 55 with grade C 100	or better, or placement at ENG
10. Cross-list:	
30. Function/Designation: Mark all that apply.	
 △ AA* First Category LE - Elective Second Categ □ Fulfills Hawaii Emphasis (HI) Graduation Requirement 	ory, if appropriate Category ent

AS Any Other List Additional Programs and Category:

	gram Elective List Additional Programs and
BAS ABIT - Applied Business and List Addition	Information Technology PQ - Pre-BAS Course nal Programs and Category:
■ Developmental/Remedial	Other/Additional: Explain:
☐ Diversification Designation**Dive	sification Designation
Hawaii/Asia/Pacific (HAPS) Design	nation***

^{*} Submit the appropriate form(s) to have the course placed in the requested category(ies). The course must meet the hallmarks for the requested category(ies) and needs to be approved by the Liberal Arts/AA Program. If the course satisfies category I: Foundations/Skills: Foundations I or II, it needs to be approved by the Foundations Board. Foundations I courses are submitted to the multi-campus Foundations Board for acceptance.

^{**} Submit the Diversification form. The course must meet the hallmarks for the requested diversification designation and needs to be approved by both the Liberal Arts/AA Program and the Diversity Board.

^{***}If a course needs a Hawaii/ Asia/ Pacific designation, it must be submitted to the HAPS board. See your Department Curriculum Representative, the Curriculum Chair, the Liberal Arts/AA Coordinator or the appropriate Board chair for additional information.

12. 5-year Review Date 2017

Many previous course outlines have SLOs and what are now called Competencies/Concepts/Issues/Skills combined in question number 6. In this form in number 15: SLOs are considered to be over arching "what the student will be able to do in the rest of life" type statements. In number 16: Competencies/Concepts/Issues/Skills are considered to be the more specific steps by which the SLOs are achieved.

15. Student Learning Outcomes (SLOs). List one to four inclusive SLOs. *Use roman numerals (I., II., III.) to designate SLOs..*

On successful completion of this course, students will be able to:

- I. apply the fundamentals of business development and operations to start and/or operate a small business
- II. develop a business plan for a small business

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IV.

16. Competencies/Concepts/Issues/Skills. Use lower case letters (a., b....zz) to designate competencies/concepts/issues/skills..

On successful completion of this course, students will be able to:

- a. evaluate business: now and beyond;
- b. appraise business ethics and social responsibility;
- c. recognize economic challenges facing global and domestic business;
- d. differentiate competing in global markets;
- e. evaluate options for organizing small and large businesses;
- f. contrast starting your own business: the entrepreneurship alternative;
- g. analyze electronic commerce: the internet and online business;
- h. discuss management, leadership, and the internal organization;
- i. identify human resource management, motivation, and labor-management relations;
- j. contrast improving performance through empowerment, teamwork, and communication;
- k. analze production and operations management;
- I. examine customer-driven marketing;
- m. appraise product and distribution strategies;
- n. identify promotion and pricing strategies;
- o. formulate using technology to manage information;
- p. identify accounting and financial statements;
- q. review financial management and institutions;
- r. evaluate financing and investing through securities markets;
- s. judge risk management and insurance;
- t. plan personal finances;
- u. formulate the business plan;
- v. examine legal problems, standards and options.
- 17. Suggested Course Content and Approximate Time Spent on Each Topic

Linked to #15. Student Learning Outcomes and #16: Competencies/Concepts/Issues/Skills

2-3 weeks: Evaluate the Business Environment: Business environment, types of business, your product (I, II, a, t, r, b, f)

2-3 weeks: Before You Start Your Business: Legal structure and financial resources, write a business plan, select and acquire a location (I, II, v, t, r, f, s)

1-2 weeks: Prepare to Open for Business: Prepare your site, select suppliers, set prices (I, m, e, k)

1-2 weeks: Human Resources: Hire employees, human resources activities, human resources responsibilities (I, b, i, j)

2-3 weeks: Financial Services: Banking services, granting credit, insurance and taxes, financial statements (I, r, q, p)

2 weeks: Marketing: Marketing functions, advertising (I, I, m, n)

1-2 weeks: Business Communication: Verbal communication, written communication, communication challenges (I, u, p, o)

1-2 weeks: The Growth and Expansion of Your Business: Growth and you business, expanding your business (I, e, d, c, g)

18. Suggested Course Requirements and Evaluation

Linked to #15. Student Learning Outcomes and #16:

Competencies/Concepts/Issues/Skills

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

TESTS (I, a-v)
PROJECTS (I,II, a-v)
FINAL (I, a-v)
OTHER AS APPROPRIATE (I, II, a-v))

19. College-wide academic student learner outcomes (CASLOs) this course supports: *(mark all that apply)*

\boxtimes	Written Communications
\boxtimes	Quantitative Reasoning
\boxtimes	Information Retrieval and Technology
	Oral Communication
\boxtimes	Critical Reasoning
	Creativity

If this course supports one or more CASLO, then either complete the Assessment of Intended Student Learning Outcomes Standards (CCOWIQ) Grid (see Curriculum Committee website for grid form and submit it with this form) OR in the box following explain briefly how this course supports the particular CASLO or CASLOs:
See attached grid
20. Using the program student learning outcomes (PLOs) for the main program of which this course is a part, list only those PLOs this course supports:
PLO: Develop a sense and appreciation of entrepreneurship PLO: Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships PLO: Analyze and explain basic business transactions and financial reports PLO: PLO: PLO: PLO:
22. Method(s) of delivery appropriate for this course: <i>(mark all that apply)</i> ☑ Traditional ☑ HITS/Interactive TV ☑ Cable TV ☑ Online ☑ Hybrid ☐ Other, explain:
23. Text and Materials, Reference Materials, and Auxiliary Materials Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Longenecker, J et al. Small Business Management: Launching and Growing Entrepreneurial Ventures, 16th edition. South-Western College Publishing
Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: The Wall Street Journal
Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Instructor generated materials
31. Course is: Not articulated.
☐ Is presently articulated* as a general education course at: ☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO
*If this course has a Foundation or Diversification designation, then check all the appropriate boxes. Only submit a Course Articulation Form (available on the Curriculum Committee website) if this course does not have a Foundation or Diversification designation and is already articulated as a general education (100-, 200-level) course. Check Curriculum Committee website under UH Courses for articulation sites.

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and the second	☐ Is presently articulated to a specific department or institution:
	☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO ☐ Outside UH system
	Explain:
	☐ This course outline is standardized and/or the result of a community college or system-wide agreement. Name of the responsible committee/group:
	33. Additional Information (add additional pages if needed):

SLO Project Submission Grid			T			·	 	_
Intended General Education Student Learning Outcomes for Courses - Business Careers Program	İ	I	į					
CODE	······································							
3 = Focus of course				***************************************				
2 = Evaluate Using Outcome								
1 = Not evaluated								
0 = Not included								
Standard 1 - Written Communication	BUS 120	MGT 122	MKT 120		BUS 125	MGT 118	MGT 124	MKT 160
1.1 Use writing to discover and articulate ideas				 				
	1	1	1		1	1	3	
1.2 Identify and analyze the audience and purpose for any intended communication	1	1	2		3	2	3	
1.3 Choose language, style and organization appropriate to particular purposes and audiences								
	1	111	2		3	2	3	
1.4 Gather information and document sources appropriately	2	1	2		3	2	3	
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content								

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BUS 120

MKT

MGT

1.6 Develop a main idea clearly and concisely with a

1.8 Demonstrate proficiency in revision and editing

1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics

1.9 Develop a personal voice in written

1.10 Demonstrate mastery of various types of business writing, e.g. memos, letters

2.1 Apply numeric, graphic, symbolic skills and other forms of quantitative reasoning accurately and

2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when

2.3 Communicate clearly and concisely the methods and results of quantitative problem solving

2.4 Formulate and test hypotheses using numerical

2.5 Define quantitative issues and problems, gather relevant information, analyze that information and

appropriate content

communication

appropriately

appropriate

experimentation

Standard 2 - Quantitative

MKT

MGT

BUS

MGT

4.2 Gather, evaluate, select, and organize information for the communication 1 2 2 2 2 2 3 3 3 4.3 Use language, techniques, and strategies appropriate to the audience and occasion 4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion 1 2 2 2 2 2 3 3 3 4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	2.6 Assess the validity of statistical conclusions					A. Carrier		1
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3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology 3.3 Recognize, identify, and define an information need 2		1	1		1		1	3
3.3 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information through print and electronic media, evaluating the accuracy and authenticity of that information through print and electronic media, evaluating the accuracy and authenticity of that information through electronic media. 3.5 Create, manage, organize, and communicate information through electronic media. 1 1 2 2 2 1 1 2 2 3 2 1 1 2 2 3 3 2 3 3 5 3 3 5 3 3 5 3 3 5 3 5 5 5 5	concepts, and operations of information retrieval and							
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3.5 Create, manage, organize, and communicate information through electronic media information i	3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and	2	1	2	3	2	1	3
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	5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis				0	į į	2	4
		1	3	0	0	2	3	0

5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence	ode, in the part of the community of the		**************************************	,				The state of the s
	2	3	1		2	3	3	2
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence								
	1	3	2		2	2	3	2
Standard 6 - Creativity	BUS 120	MGT 122	MKT 120		BUS 125	MGT 118	MGT 124	MKT 160
6.1: Generate responses to problems and challenges through intuition and non-linear thinking.	3	0	3		3			3
6.2: Explore diverse approaches to solving a problem or addressing a challenge.				-		1	1	
6.3: Sustain engagement in activities without a preconceived purpose.	2	2	2		2	2	2	2
6.4: Apply creative principles to discover and express new ideas.	0	0	0		1	0	0	1
6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction	2	0	2		2	0	0	3
	0	2	1		2	2	2	2
6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.								
	2	2	3	-	1	2	2	2

University of Hawaii Maui College Course Outline and CAR – 5-year Review/Amnesty Form Signature Page

Miliamly	6/29/11
Author	Date
Department Representative to Curriculum Committee	(√3∂/) ₁ Date
(
Cyrella Jasceel	6/29/11
Department: Department Chair	Date
J.	6/30/11
Curriculum Chair on behalf of the committee and college	Date