

AAS Business Careers PE - Program Elective List Additional Programs and Category: Other AASs - elective

BAS ABIT - Applied Business and Information Technology PQ - Pre-BAS Course
List Additional Programs and Category:

Developmental/Remedial **Other/Additional: Explain:**

Diversification DesignationDiversification Designation**

Hawaii/Asia/Pacific (HAPS) Designation***

** 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. recognize and discuss all aspects of the effects of individual and group behavior within organizations. .
- II.
- III.
- 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. Discuss forces influencing individual and group behavior.
- b. Describe the evolution of organizational behavior research and study.
- c. List the various fields of study that have contributed to the development of organizational behavior.
- d. List the basic issues and challenges in organizational behavior.
- e. Explain the communications process.
- f. Practice good communication skills, including cross-cultural and inter-gender.
- g. Examine values, attitudes, and self-concept.
- h. Discuss self-esteem and its role in personal and organizational behavior.
- i. Explain decision-making theory and techniques, including the role of perception, creativity, and goal setting.
- j. Compare and contrast theories of motivation.
- k. Compare and contrast theories of learning.
- l. Discuss team membership and leadership theories and demonstrate leadership and team membership skills.

- m. Discuss methods of dealing with conflict, including negotiation skills.
- n. Describe the effect of politics on an organization.
- o. Explain power and its various effects on people and organizations.
- p. Discuss the issues of diversity, including ethnic and gender, which exists in the workplace.
- q. Describe stress reduction theory and techniques.
- r. Discuss organizational culture and structure and its effect on an organization.
- s. Discuss matters of current concern effecting organization and employees, including but limited to: drugs, sexual and other forms of harassment.
- t. Relate ethics and ethical practices to issues in organizations.
- u. Explain theories of change and how change factors work in organizations.
- v. Appropriate additional student learning outcome(s) added by the instructor.

17. Suggested Course Content and Approximate Time Spent on Each Topic
Linked to #15. Student Learning Outcomes and #16:
Competencies/Concepts/Issues/Skills

- 2 weeks** Introduction Organizational Behavior, Challenges (l. a, b, c, d, s, t, v)
- 1 week** Foundations of Individual Behavior (l, a, v)
- 1 week** Values, Attitudes and Job Satisfaction (l, a, g, v)
- 1 week** Learning in Organizations (l, k, v)
- 2 weeks** Motivation (l, j, s, t, v)
- 1 week** Group Behavior and Work Teams (l, m, n, o, p, s, t, v)
- 1 week** Communication (l, e, f, s, t, v)
- 1 week** Decision Making (l, i, s, t, u, v)
- 1 week** Organizational Culture and Structure (l, r, s, t, v)
- 1 week** Power, Politics, and Conflict (l, m, n, o, p, s, t, u, v)

1 week Organizational Development and Change (l, q, t, u, v)

1 week Diversity and Global Organizations (l, p, t, v)

0-2 weeks Additional Topics (l, v)

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 (l, a-v)

PROJECTS (l, a-v)

FINAL (l, a-v)

OTHER AS APPROPRIATE (l, a-v)

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

- Written Communications
- Quantitative Reasoning
- Information Retrieval and Technology
- Oral Communication
- 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:

Grid is attached

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: Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships

PLO:

PLO:

PLO:

PLO:

PLO:

PLO:

22. Method(s) of delivery appropriate for this course: (mark all that apply)

- 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: Robbins, S. and Judge, T. Organizational Behavior, 14e, Prentice Hall

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, books from industrial and/or social psychology, appropriate web resources

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Instructor developed 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.*

Is presently articulated by PCC or other UH system agreement at:

UHCC UH Manoa UH Hilo UHWO Explain:

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):

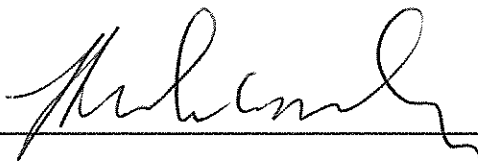
SLO Project Submission Grid								
Intended General Education Student Learning Outcomes for Courses - Business Careers Program								
CODE								
3 = Focus of course								
2 = Evaluate Using Outcome								
1 = Not evaluated								
0 = Not included								
Standard 1 - Written Communication	BUS 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	2
1.2 Identify and analyze the audience and purpose for any intended communication	1	1	2		3	2	3	3
1.3 Choose language, style and organization appropriate to particular purposes and audiences	1	1	2		3	2	3	3
1.4 Gather information and document sources appropriately	2	1	2		3	2	3	2
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	1	2	1		2	2	3	1
1.6 Develop a main idea clearly and concisely with a appropriate content	1	2	1		2	1	3	3
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	2	2	2		2	1	2	2
1.8 Demonstrate proficiency in revision and editing	1	1	1		2	0	2	2
1.9 Develop a personal voice in written communication	0	0	1		0	0	0	0
1.10 Demonstrate mastery of various types of business writing, e.g. memos, letters	1	1	1		3	1	2	1
Standard 2 - Quantitative	BUS 120	MGT 122	MKT 120		BUS 125	MGT 118	MGT 124	MKT 160
2.1 Apply numeric, graphic, symbolic skills and other forms of quantitative reasoning accurately and appropriately	2	1	1		2	1	2	1
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	1	0	0		1	0	0	0
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0	0	0		1	0	0	0
2.4 Formulate and test hypotheses using numerical experimentation	0	0	0		0	0	0	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information and present results	1	0	0		3	0	0	0

2.6 Assess the validity of statistical conclusions								
	1	1	1		3	1	1	2
Standard 3 - Information Retrieval and Technology	BUS 120	MGT 122	MKT 120		BUS 125	MGT 118	MGT 124	MKT 160
3.1 Use print and electronic information technology ethically and responsibly	1	1	1		1	1	1	3
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology	1	1	1		1	1	1	1
3.3 Recognize, identify, and define an information need	2	1	2		3	2	1	3
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	2	2	2		2	1	3	2
3.5 Create, manage, organize, and communicate information through electronic media	1	1	2		2	1	1	2
3.6 Recognize changing technologies and make informed choice about their appropriateness and use	0	0	0		0	0	0	1
Standard 4 - Oral Communication	BUS 120	MGT 122	MKT 120		BUS 125	MGT 118	MGT 124	MKT 160
4.1 Identify and analyze the audience and purpose off any intended communication	1	2	2		2	2	3	3
4.2 Gather, evaluate, select, and organize information for the communication	1	2	2		2	2	2	3
4.3 Use language, techniques, and strategies appropriate to the audience and occasion	1	2	2		2	2	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
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1	2	1		2	1	2	3
4.6 Use competent oral expression to initiate and sustain discussions	1	2	2		2	2	2	2
Standard 5 - Critical Thinking	BUS 120	MGT 122	MKT 120		BUS 125	MGT 118	MGT 124	MKT 160
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information	1	2	2		2	2	3	2
5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem	1	3	2		1	1	3	2
5.3 Formulate research questions that require descriptive and explanatory analyses	2	2	2		0	1	2	2
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis	1	3	0		0	2	3	0

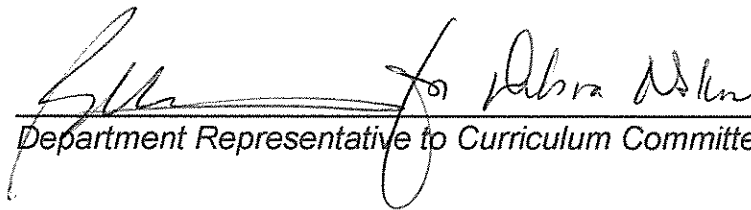
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence			
	2	3	1
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence	1	3	2
Standard 6 - Creativity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

2	3	3	2
2	2	3	2
BUS 125	MGT 118	MGT 124	MKT 160
3	1	1	3
2	2	2	2
1	0	0	1
2	0	0	3
2	2	2	2
1	2	2	2


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



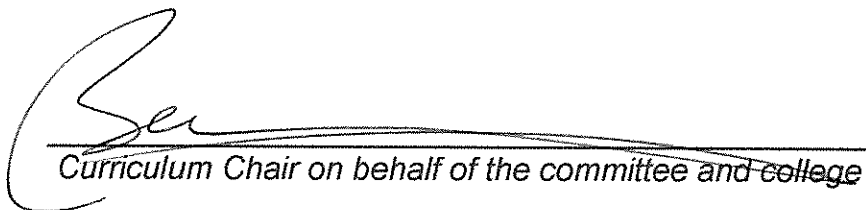
Author 6/29/11
Date



Department Representative to Curriculum Committee 6/30/11
Date



Department: Department Chair 6/29/11
Date



Curriculum Chair on behalf of the committee and college 6/30/11
Date