

Section I: BASIC COURSE INFORMATION

Outline Status: **Approved Outline**

1. **COLLEGE:** L.A. TRADE TECHNICAL COLLEGE
2. **SUBJECT:** VOCATIONAL EDUCATION
3. **COURSE NUMBER:** 190CE
4. **COURSE TITLE:** PATHWAY TO SOCIALLY RESPONSIBLE ENTREPRENEURSHIP
5. **CATALOG COURSE DESCRIPTION:**

Have you ever wanted to start your own small business? This course is an introduction to the entrepreneurial leadership traits and socially responsible behaviors that are the foundation for developing the skills and resources involved in transforming an innovative idea into a sustainable entrepreneurial product or service. This course fulfills a requirement for a certificate of completion in Sustainable Small Business Development.

6. **CLASS SCHEDULE COURSE DESCRIPTION:**

Have you ever wanted to start your own small business? This course is an introduction to the entrepreneurial leadership traits and socially responsible behaviors that are the foundation for developing the skill competencies involved in transforming an innovative idea into a sustainable entrepreneurial product or service. This course fulfills a requirement for a certificate of completion in Sustainable Small Business Development.

7. **CLASS HOURS:**

	Standard Hrs	Total Hours per Term (standard hour x 18)
Lecture Hrs:	2	36
Lab Hrs:	0	0
Totals:	Lecture: 2	Lecture: 36
	Lab: 0	Lab: 0
	Total: 2	Total: 36
<i>Totals In Protocol:</i>	Lecture: 2	Lecture: 36
	Lab: 0	Lab: 0
	Total: 2	Total: 36

8. **OTHER LIMITATIONS ON ENROLLMENT:** (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
Entrepreneurship: the benefits, illusions and realistic activities of startups.	3	Develop a realistic understanding of the nature of entrepreneurship in the current business climate.
Ethics and social responsibility of business to the general public, customers, and employees, as well as the role of ethics in product development.	3	Identify approaches to social responsibility that business must take to implement ethical products and services in the marketplace.
Sustainable small businesses whose missions are driven by social responsibility to achieve double or triple bottom lines. a) the triple bottom line - a social/community, environmental and financial framework for evaluating performance benchmarks and success over time.	4	Analyze strategies that small businesses can take to achieve a sustainable triple bottom line.
The entrepreneurial mindset – free thinkers, problem solvers, bold innovators, risk takers, adaptive learners, etc. a) Social entrepreneurs play the role of change agents by adopting a purpose led by sustaining social value with a heightened sense of accountability to the constituencies served and outcomes created. b) Explore case studies of social entrepreneurs	4	Identify the characteristics of an entrepreneurial mindset and how it impacts success.
Identify your existing, personal leadership traits that enable you to capitalize on entrepreneurial opportunities, resources and networks. a) Explore your entrepreneurial leadership style and management capacity. b) Leading and cultivating an entrepreneurial mindset in your team's/company culture.	8	Assess leadership strengths and non-strengths. Describe the leaders role in shaping an entrepreneurial culture of innovation in a company.
Tying it all together: project-based learning: a) Developing your socially responsible entrepreneurial idea(s) b) Understanding the complexities facing a social entrepreneur attempting to transform an innovative idea into a viable, successful, commercially competitive product or service in the marketplace. c) Investigating the competition: What is your idea's competitive advantage? How is your idea sustainable? d) Understanding inventor-entrepreneurs and associated challenges/ opportunities e) The risk of investing your own money or raising money from financiers	14	Identify an entrepreneurial opportunity with a double or triple bottom line that can be sustainable in today's dynamic business environment. Construct an argument against all of the reasons for not starting your own small business. Defend final presentations

Total:		
Total Hrs In Protocol:	36	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes'.)
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

STUDENT LEARNING OUTCOMES - (<i>Quote the appropriate Institutional SLO's in this column</i>):		HOW WILL THESE STUDENT LEARNING OUTCOMES BE ASSESSED - (<i>Explain how each outcome will be assessed in this column</i>):
Students will identify their leadership strengths.		Students will complete self-assessments such as MBTI, Honey & Mumford's Learning Styles, Gallup's Strengths Finder
Students will be able to explain a pathway for an entrepreneurial idea that is sustainable and socially responsible.		Students will present an entrepreneurial idea that has a double or triple bottom line.
Students will defend the benefits and realistic activities of their startup idea against the criticism.		Construct an argument against all of the reasons for not starting your own small business.

Essential Academic Skills: Reading and Communication

2. RESOURCE MATERIALS:

Provide a representative list of resource materials.

<ol style="list-style-type: none"> 1. The Triple Bottom Line: How Today's Best-Run Companies Are Achieving Economic, Social, and Environmental Success and How You Can Too, by Andrew Savitz (2013) 2. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovations to Create Radically Successful Businesses, by Eric Ries (2011) The Obstacle is the way – Ryan Holiday 3. Outliers: The Story of Success, by Malcolm Gladwell (2011) 4. StrengthsFinder 2.0 by Tom Rath and the Gallup Institute (2007) 5. Leadership 2.0 by Travis Bradberry & Jean Greaves (2012) 6. Emotional Intelligence 2.0 by Travis Bradberry & Jean Greaves (2009)
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3. REPRESENTATIVE READINGS:

If applicable, please provide representative examples of reading assignments.

Articles that reflect recent trends and developments in the industry

4. WRITING ASSIGNMENTS:

If applicable, please provide representative examples that demonstrate writing skills.

Write an argument using a logic model that defends project idea.

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

If applicable, please provide representative examples of assignments that demonstrate how students will begin to develop critical thinking skills.

Research case studies and evaluate the strengths and weaknesses of their business strategies.

6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

Students will complete various self-assessments that will reveal their existing leadership strengths as compared to their leadership gaps/non-strengths that will prompt reflection on ways to develop those additional leadership competencies or ways to network/develop a team that can fill in those gaps.

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Basic knowledge of computers is required to conduct Internet research which is infused throughout the course

8. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

The course includes information competency through thoughtful research, analysis and evaluation of case studies, current business trends in green, sustainable and socially responsible ventures, that leads to the application of divergent strategies to converge into a new entrepreneurial idea that is sustainable.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (optional homework):

Out of class assignments may include, but are not limited to the following:

Reading required course materials. Researching business trends. Interviewing existing small business owners.

10. METHODS OF EVALUATION:

Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Quizzes, self-assessments, final presentation on entrepreneurial idea to include rebuttal argument.

11. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following.

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (Please Explain)

12. SUPPLIES:

List the supplies the student must provide.

Paper, pen, and three-ringed binder/notebook, access to internet

13. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Students will be encouraged to design entrepreneurial ventures/products that are ethical, culturally sensitive, and established on a social-benefit entrepreneurial framework.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: SUPPLEMENTAL COURSE INFORMATION

1. DEPT/DIVISION NAME: **BA/CIS/CAOT Dept.**
2. DEPT/DIVISION CODE: **21**
3. SUBJECT CODE: **986**
4. SUBJECT ABBREVIATION: **VOC ED**
5. BASIC SKILLS: **Repeatability (9)**

Title 5, section 55000(i) defines 'Noncredit basic skills courses' as 'those in reading, writing, computation, and English as a Second Language, which are designated by the community college district as noncredit courses. **No**

6. COURSE CLASSIFICATION: **Noncredit Course (J)**

Note: A courses Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

7. NONCREDIT COURSE CLASSIFICATION: **(J)**

Courses that are part of a Noncredit Certificate of Completion should by coded J (Workforce Enhanced).

8. NONCREDIT ELIGIBILITY CATEGORY:

9. TOP CODE - (6 digits XXXX.XX): **0506.40 Small Business Entrepreneurship**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.pdfcurriculum.htm>

10. SAM CODE (Student Accountability Model): **C**

11. COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

12. MATERIALS FEE:

The Los Angeles Community College District may require students to pay fees for instructional materials that are of continuing value to the student outside of the classroom setting, including, but not limited to, textbooks tools, equipment, clothing and those materials that are necessary for the student's vocational training and employment. If applicable, please indicate any such fees.

13. SPECIAL CHARACTERISTICS CODE DESCRIPTOR:

Check all boxes that apply.

- Learning Assistance
- Bilingual Education
- Convalescent Setting
- Correctional Facility
- Persons with Substantial Disabilities
- Citizenship for Immigrants

14. JUSTIFICATION:

Briefly describe the primary method used to determine the need for this course. For example, Labor Market Predictions from Employment Development Department, employer survey, community or student interest survey, state licensing, requirements or mandated certification.

[Community and Student Interest Survey](#)

15. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:

a. If yes, the course will be a portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

16. FUNDING AGENCY CODE: Not Applicable

17. STATE COURSE ID:

Section IV: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 1/5/07	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input checked="" type="checkbox"/> Course Change*	College: LATTC 12/6/2016		Effective Semester: Summer 2017	Effective Semester:
d.	<input type="checkbox"/> Outline Update	College:			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester: Spring 2012	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section V: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. ORIGINATOR: **Galindo, Maryanne**

2. DEPARTMENT: **21**

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? (If yes, briefly explain how)

[Provide a feeder into credit certificate and degree programs.](#)

5. METHOD OF SUPPORT

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library,

book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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Section VI: APPROVALS

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 55002(c) requirements for Noncredit Course:

The course treats subject matter and uses appropriate resource materials, teaching methods, and standards of attendance.

The course outline of record specifies the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

We certify that the information and answers above properly represent this course.

Maryanne Galindo	11/22/2016
Originator	Date
Maryanne Galindo	11/22/2016
Department/Cluster Chairperson	Date
Melain McIntosh	11/22/2016
Articulation Officer	Date
Gabriella Lopez	11/22/2016
Librarian	Date
Felicito Cajayon	11/22/2016
Dean (if applicable)	Date
Alicia Rodriguez-Estrada	11/22/2016
Curriculum Committee Chairperson	Date
Wally Hanley	11/22/2016
Academic Senate President	Date
Leticia Barajas	11/22/2016
Vice President, Academic Affairs	Date
Larry Frank	11/22/2016

College President

Date

Section VII: ADDENDA
(Uploaded Documents)

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