

## Section I: BASIC COURSE INFORMATION

Outline Status: **Approved Outline**

1. **COLLEGE:** L.A. TRADE TECHNICAL COLLEGE
2. **SUBJECT:** VOCATIONAL EDUCATION
3. **COURSE NUMBER:** 193CE
4. **COURSE TITLE:** MARKETING AND SALES FOR SMALL BUSINESS
5. **CATALOG COURSE DESCRIPTION:**

This course relates both marketing and sales strategies to today's fast-paced, competitive and segmented business environment, with the emphasis on relating marketing concepts to practical and effective real-world solutions that are sustainable. Both corporate and consumer situations will be considered with a strong focus on new product/service introduction, and product/service life cycle extension. This course fulfills a requirement for a certificate of completion in Sustainable Small Business Development.

6. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course relates both marketing and sales strategies to today's fast-paced, competitive and segmented business environment, with the emphasis on relating marketing concepts to practical and effective real-world solutions that are sustainable. Both corporate and consumer situations will be considered with a strong focus on new product/service introduction, and product/service life cycle extension. 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:	<b>2</b>	<b>36</b>
Lab Hrs:	<b>0</b>	<b>0</b>
Totals:	Lecture: <b>2</b>	Lecture: <b>36</b>
	Lab: <b>0</b>	Lab: <b>0</b>
	Total: <b>2</b>	Total: <b>36</b>
<i>Totals In Protocol:</i>	Lecture: <b>2</b>	Lecture: <b>36</b>
	Lab: <b>0</b>	Lab: <b>0</b>
	Total: <b>2</b>	Total: <b>36</b>

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 - <b>Lecture:</b> 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 - <b>Lecture:</b> 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> )
Introduction to marketing and sales.	2	Understanding the relationship between sales, marketing and operations.
Classic 4P's of Marketing and marketing plans	3	Describe the marketing mix (4 p's of marketing--product, price, place, promotion) and analyze how branding reinforces the marketing mix. Formulate the basis for a marketing plan.
Positive Marketing Strategies that focus on the benefits to others – Cause Marketing, Relationship Marketing, Diversity Marketing	3	Identify appropriate marketing strategies to address new opportunities/needs and evaluate how companies can use these tools to increase their double or triple bottom line.
Defining the competition and developing strategies to minimize their effect on your bottom line. a) Market Driven or Product Driven	5	Conduct Market Research/Survey
New Green Marketing Paradigm a) The contemporary green marketing environment within the context of sustainability b) Green Marketing Strategies	3	Define green marketing/environmental sustainability and compare and contrast today's green world to previous generations. Explain what it means to be green. Illustrate trends within green marketing.
Sustainable Innovation a) Generating New Green Ideas b) Green Approach to Product Development c) Strategies to Implement Green Solutions	3	Illustrate critical aspects of innovation. Discuss and evaluate new green ideas, new green approaches to product development, and sustainability innovations. Discuss and assess strategies to implement green solutions.
New Product Introduction a) Price Planning strategies b) Promotions and advertising c) Distribution channels, wholesalers and retailers	5	Understand the product planning process.
Prepare, Initiate, Present, and Close the Sale	6	Design a sales presentation following the appropriate steps
Putting it all together in a short "elevator pitch" which is a summary of the value proposition of an entrepreneurial product or service.	6	Construct and present a short marketing message
Total Hrs In Protocol:		36

**1. (cont'd) LAB:**

COURSE CONTENT AND SCOPE - <b>Lab:</b> 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 - <b>Lab:</b> 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> )
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 be able to apply green marketing strategies in an elevator pitch of a new entrepreneurial product or service.		Final project evaluated on criteria such as the depth of research, logical discussion, integration of green marketing paradigm, and clarity of presentation.

**Essential Academic Skills: Reading and Communication**

**2. RESOURCE MATERIALS:**

Provide a representative list of resource materials.

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Sample Marketing and Advertising Plans at <a href="http://www.mplans.com">www.mplans.com</a></li> <li>2. The New Rules of Green Marketing: Strategies, Tools and Inspiration for Sustainable Branding, by Jacquelyn A. Ottman (2010)</li> <li>3. The Green Marketing Manifesto, by John Grant (2008)</li> <li>4. Harvard Business Review on Green Business Strategy, Harvard Business School Press (2007)</li> </ol> |
|--|

**3. REPRESENTATIVE READINGS:**

If applicable, please provide representative examples of reading assignments.

- |  |
|--|
| <p>Articles and case studies from:<br/> <a href="http://www.greenmarketing.com">www.greenmarketing.com</a>;<br/> <a href="http://www.business.gov/manage/green-business/index.html">www.business.gov/manage/green-business/index.html</a>;<br/> <a href="http://www.greenbiz.com/business/browse/marketing-communications">www.greenbiz.com/business/browse/marketing-communications</a>;<br/> <a href="http://www.sustainablelifemedia.com">www.sustainablelifemedia.com</a>;<br/> <a href="http://www.greenmeridian.com/resources.html">www.greenmeridian.com/resources.html</a></p> |
|--|

**4. WRITING ASSIGNMENTS:**

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

- |   |
|---|
| <p><a href="#">Short reflection papers on case studies related to green marketing practices that pertain to the topics.</a></p> |
|---|

## 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.

Activities to evaluate critical thinking performance will be integrated, such as having students identify strategies for green marketing success and evaluate methodologies that firms can use to implement such strategies. Students will be able to research and evaluate information and guidelines for developing their own approaches to marketing and selling of their products or services.

### 6. SELF-REFLECTIVE LEARNING:

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

Students will be asked to reflect on their capacity to be able to make an elevator pitch in any given moment to capitalize on unpredictable entrepreneurial opportunities.

### 7. COMPUTER COMPETENCY:

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

Students will use computers for their Internet research assignments relating to marketing and sales.

### 8. INFORMATION COMPETENCY:

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

With the use of computers for Internet research assignments, the students will use critical thinking skills to investigate and analyze strategies to minimize a product's environmental impact, evaluate new green ideas, new green approaches to product development, and sustainability innovations.

## Evaluation and Instruction

### 9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (optional homework):

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

Students will develop a marketing pitch that incorporates effective green methodologies and green marketing communication strategies.

### 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):

Multiple choice exams and/or fill in the blank questions, short answer questions, essay questions, case studies, and a marketing plan.

#### 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.

Not applicable

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