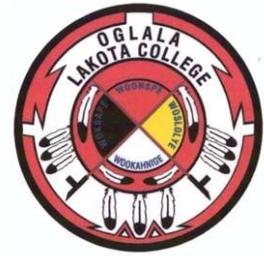


Oglala Lakota College
Business Department
Course Syllabus
Semester/Year



Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Course Number and Name: BAd 133 Introduction to Business

Credit Hours: Three (3)

Class Section:

Class Location:

Day/Time of Class:

Instructor:

Phone(s):

Office Hours: Before and After Class or By Appointment **E-mail:**

Required Text(s) and Materials:

Prerequisites:

Business Vision Statement: Students will be provided the knowledge necessary to reach their maximum potential and are prepared to lead full and productive lives in the 21st century. The Oglala Lakota College Business Department ensures:

- Education excellence, equity, and high expectations for every student.
- Faculty will continually strive for excellence and stay abreast of the best practices in adult education
- Develop and maintain partnerships among educators, business

Business Mission Statement: Oglala Lakota College Business Department will provide the breadth of business education necessary for students to be successful within their communities while maintaining Wolakolakiciapi. The Business Department faculty will:

- Ensure that high expectations are maintained for all students
- Build support for higher education on the Pine Ridge Reservation
- Create learning opportunities that lead to success

Course Description: This course is a comprehensive introduction to all key business functions: management, marketing, accounting, finance and information technology. Core topics highlighted within these functional areas include ethics and social responsibility, small business concerns, different forms of business ownership and operations of small businesses. This course is structured around the main components of a business plan from introduction to executive summary.

Course Goal: The goal of this course is to introduce a new business major to the world of business.

Course Rationale: This course exists to assist students in understanding the foundation of business terms and ideas used in the remaining courses throughout the business program. Therefore, this course is designed and intended for the freshmen level.

Department Goals/Program Learning Outcomes (PLOs):

1. Evaluate the major functional areas of business including:
 - a. Ability to prepare, analyze, communicate and use financial information.
 - b. Understanding of the duties of a manager: planning, organizing, directing and controlling.
 - c. Ability to use the marketing mix to successfully perform in the environment of marketing.
 - d. Basic knowledge of the use of information technology in managing organizations.
 - e. Ability to coordinate the knowledge learned in program core course in the formulation and administration of sound business policy using case analysis and discussion.
2. Demonstrate well developed written and oral business communication skills
3. Ability to evaluate current technology to critical and creatively solve business issues
4. Ability to apply ethical and fundamental legal concepts to business decision.
5. Ability to use critical thinking to construct both quantitative and qualitative analysis of business problems

Option A – Management

1. Ability to evaluate and apply the Human Resource function in a business environment with regard to recruitment, selection, training and development, discipline, termination and personnel laws
2. Demonstrate small business understanding by successfully completing a business plan.
3. Ability to evaluate behavior approach management with an emphasis on the understanding, prediction and control of human behavior in the organizational setting

Option B – Accounting

1. Recommend the appropriate managerial and business issues critical to analyzing accounting data and other information used for identifying and assessing opportunities and risks, developing organizational plans, allocating resources, and accomplishing objectives
2. Recommend relevant accounting principles and standards to specific business activities and workplace situations

Option C – Tribal Management

1. Apply behavior approach management with an emphasis on the understanding, prediction and control of human behavior in the organizational setting
2. Ability to select, apply for and manage a grant
3. Integrate principles of management and personnel supervision in relation to Tribal programs.

Option D – Entrepreneurship

1. Construct a business plan integrating reservation issues, licensing, tribal laws and codes
2. Assemble a report in relation to the marketing research conducted for a business
3. Determine individual leadership techniques to best suit a small business

Upon completion of this course, students will be able to:

Course Student Learning Outcomes:	PLOs	General Education Outcomes
Be able to discuss how businesses operate in our modern political, social, and economic environment.	All	2,3,4, 5,6,7,8,9 and 10
Be able to articulate the role of profits in our economic system.	All	2,3,4, 5,6,7,8,9 and 10
List and explain the different business functions such as management, organization, human relations, marketing, accounting, finance, and ethics.	All	12,3,4, 5,6,7,8,9 and 10

Analyze the methods and procedures used by people in business to arrive at effective decisions.	All	2,3,4, 5,6,7,8,9 and 10
Answer basic questions about the information needed for a business plan.	All	2,3,4, 5,6,7,8,9 and 10

Instructional Methodology: This course will be taught utilizing the survey-lecture-discussion format with the use of case studies, group cooperative learning, graphic examples on the whiteboard, and other internet resources. Class discussions will require more than restating material in the text, and move to the discussion, synthesis, and application of information to environment in which we live. A business plan outline will be developed for use as a note taking device and for the development of a student’s future business concept.

Lakota Perspective: This course stresses **Wolakolakiciapi** of “learning Lakota ways of life in the community”. This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan wounspe tokeca uha ayin kte.)

Course Requirements/Expectations of Students: Because OLC offers classes in three-hour blocks once per week, (for everyone’s travel convenience), if you are absent from one OLC class session, it’s like missing three classes at another college. (See student handbook).

Unannounced quizzes and graded in-class exercises will be given; content can include any course material assigned, up to and including the current session.

Your homework assignments must be turned in on the dates due to get full credit.

You are expected to participate in class discussion; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone’s level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.

If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, you should wait at least 30 minutes past the normal start-time and then if the Instructor has still not arrived, you may leave.

Homework: Each student should expect to spend two (numpa) to three (yamni) hours out of class on reading and homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out of class work can vary significantly from this national average.

Assessment: You will be assessed on the amount of knowledge you gain about Business (mastery), and your ability to apply the concepts to various problems and scenarios (competency); as assessed through classroom assessments, in-class exercises, quizzes and examinations.

Evaluation and Grading:

- A = Superior Quality Work = Demonstrated concept mastery by scoring 90% or better.
- B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.
- C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.
- D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%
- F = Demonstrated concept mastery below the acceptable mark of 59%, which is well below what may be required in the business world.
- W = Withdrawal = A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance per OLC Attendance Policy.

Assignments: All assignments are due at the beginning of the assigned class. In special cases, an assignment may be turned in by the following class period if arrangements have been made with the instructor prior to the class in which it is due. Late assignments may be subject to a 15% reduction in grade. Late assignments may not be accepted more than one week late - a grade of "0" will be recorded for missing assignments.

List specific assignments, with point values or percentage of grade

Provide a rationale for utilizing the specific types of evaluations designated for the course.

Oglala Lakota College Policies:

http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf

All policies regarding students are fully disclosed in the Oglala Lakota College Student Handbook which may be accessed at the above link. Summaries of the most relevant policies regarding this course are summarized below but it is recommended that students review the full policies in the Handbook.

Disability Policy (85-600)

Oglala Lakota College recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations and/or referrals once the disability is adequately documented. While OLC's legal obligations only extend to disabilities of a substantial and long-term nature, it is also the College's practice to honor reasonable requests for accommodations and/or referrals for temporary disabilities such as physical injury, illness, or complicated pregnancy. The purpose of the provided accommodations is to ensure students with disabilities equal access to education.

Student's Responsibility: It is the responsibility of the student to make his or her disability and needs known in a timely fashion by submitting an application for service to the Coordinator of Student Affairs and to provide appropriate documentation and evaluations to support the accommodations the student requests. The student should also notify instructors at the beginning of the semester.

Please contact the Coordinator of Student Affairs at 455-6083 if you have any questions regarding the application for service process including what documentation is needed and contact information for evaluation services.

Academic Freedom (76-100)

Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations.

Academic Dishonesty (76-300)

Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination rules. A student may be expelled and barred from further classes upon proof in a hearing set up by the Vice President for Instruction.

Dropping / Adding Courses (81-300)

If a student discontinues a subject and fails to allow the prescribed procedure for dropping a course, it may be recorded on his/her permanent record as an "F." It is the student's responsibility to verify that their online schedule shows that the course is officially dropped. If a class is dropped after the second week, the student will be liable for the total cost of the tuition.

Attendance Policy (81-350)

If a student wishes to be excused from a class, it is the student's responsibility to clear the absence with the instructor. At that time the student must arrange for a make-up assignment. However, an excused absence is the same as an absence until the student has completed work

equivalent to being in class within one week of the absence. Once the make-up assignment is completed, the instructor may change the absent to present depending on the circumstance and quality of work. This will only apply to no more than two absences.

A student will be dropped from a course after three consecutive absences or after five total absences by the Registrar.

Tardiness Policy (81-370)

A student shall be considered tardy for class, if he/she arrives late for class, but during the first hour of the class. A student arriving later than this may be marked absent.

If an instructor is late for a class, students must wait for one-half hour. After this time, the class will be considered cancelled for that week and must be made up.

Standards of Conduct (86-300)

OLC students will abide by the standards of conduct while on college premises. Every student has the right to a safe learning environment. To ensure this safety, acts of misconduct are subject to disciplinary action. Acts of misconduct include a) any actual or threatened physical violence; b) gross disorderly conduct; c) verbal abuse or harassment; d) vandalism of OLC premises; e) attending classes under the influence of alcohol or drugs; f) failure to properly supervise children on college premises; g) any other student conduct that causes a disruption in classes or business transactions on college premises; and h) failure to abide by the College's Gun-Free/Weapon-free Policy.

Computer Account and Network Policy (93-500)

Oglala Lakota College network access may be used to improve learning and teaching consistent with the educational mission of OLC. OLC expects legal, ethical and efficient use of the network. All OLC network account usage is subject to examination or investigation as needed without prior notification or consent of the user. The use of the information system is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Forgery of e-mail messages, reading, deleting, copying, or modifying the e-mail of other users, and sending unsolicited junk e-mail or e-mail chain letters are prohibited.

Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.

The outline of a Business Plan can be found on page 165. Each week, beginning with week yamni (3), students will begin to address the level one heading outline items and the level two or lower subheading items in writing.

The student will detail the business financial plan, marketing mix, legal structure, management plan, human resource requirement, and other organizational considerations of your conceptual business.

Please cite one chapter by using a page number of that chapter of the text *Understanding Business* for each of the level one headings that you use in your plan. The completed outline will be 5-7 pages, and will be on a business concept of your choice.

Grading rubric for building a business plan outline

Grade of A-

- Each question is addressed.
- Correct grammar, spelling and sentence structure is used.
- The answers are researched and documented.
- If a question does not apply the reason is given.
- Any supporting documents are attached and complete.
- The entire document is in the assigned format.

Grade of B

- The answer is clear
- The information used contains both generalities and specifics, but may not be well balanced between them both.
- Paragraphing is skillful. In most cases a clear central idea is apparent in each paragraph.
- The writer has few sentence level errors. They may be described as mildly distracting.
- The writer uses some transitions, but may sometimes use them inappropriately.
- The whole paper “hangs together”, the organization in some places is choppy.

Grade of C

- The answer to the questions may not be totally clear.
- The evidence or examples used consist of either generalities or specifics, such as long stories, but there is not a mixture of both.
- There is an attempt to use paragraphs throughout the report. Usually the central point of each paragraph is clear.
- Errors in sentence structure, punctuation or usage periodically distract the reader.
- There are a few transition words to link ideas together, or they may be used inappropriately.
- The overall organization of the paper is unclear although sections of the paper may be focused.

D

- The writer often launched right into an explanation without a sentence which gives the main idea or central point of the question.
- The evidence or examples used consist of general statements with no specifics, or of several short examples with no general statement to tie them to the topic.
- There is often no attempt to create paragraphs in the body of the writing. Often there is one paragraph on the entire answer.
- Errors in sentence structure, punctuation, and usage seriously distract the reader at times, and often interfere with meaning.
- The organization of the paper is not clear. Information may be presented as a stream of consciousness without regard for the needs of the reader.