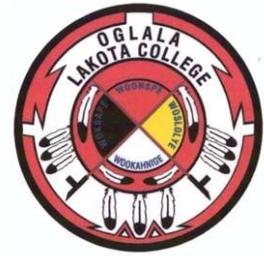


Oglala Lakota College
Business Department
Course Syllabus
Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo



Course Number and Name: BAd 263 Principles of Marketing

Credit Hours:

Class Section:

Class Location:

Day/Time of Class:

Instructor:

Phone(s):

Office Hours:

E-mail:

Required Text and Materials: Newman, A., Ober, S. (2013). *Contemporary business communication* (8th ed). Boston, MA: Houghton Mifflin Company.

Prerequisites: BAd 133

Business Department 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, and the community that support high academic achievement and opportunity for all students.

Business Department 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 wolakolkiciyapi. 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 and a desire to be lifelong learners.

We do these things to strengthen the Lakota Nation through education.

Course Description (Waunspe Oyakapi): An overview of the field of modern marketing with detailed emphasis on: the marketing concept, strategic marketing with environmental scanning and internal audits, social responsibility and ethics in marketing, marketing research and information systems, consumer behavior and organizational markets, products, the product life-cycle, product management, branding, packaging, labeling, the marketing of services and service quality.

Course Goal: Students will obtain knowledge to help in understanding the concept of marketing in the business environment.

Department Goals/Program Learning Outcomes (PLOs):

Business Core Program Learning Outcomes

Students will demonstrate the ability and skill to:

1. Evaluate the major functional areas of business including:
 - a. Ability to prepare, analyze, communicate and use economic and financial information
 - b. Ability to understand the duties of a manager: planning, organizing, directing and controlling
 - c. Ability to use marketing to successfully perform in the business environment
 - d. Ability to coordinate the knowledge learned in program core courses in the formulation and administration of sound business policy
2. Demonstrate well developed written and oral business communication skills
3. Ability to utilize current technology to critically and creatively solve business issues
4. Ability to apply ethical decision models and fundamental legal concepts to business decisions
5. Ability to use critical thinking to construct quantitative and qualitative analysis of business problems

OPTION A – Specialization in MANAGEMENT

1. Ability to evaluate and apply the functions of Human Resource Management
2. Demonstrate an understanding of small business by successfully completing a business plan
3. Ability to understand organizational issues and human behavior to apply leadership styles necessary to effectively solve problems

OPTION B – Specialization in 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 – Specialization in TRIBAL MANAGEMENT

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

OPTION D – Specialization in ENTREPRENEURSHIP

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

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

Course Student Learning Outcomes:	PLOs	General Education Outcomes
Understand how marketing is related to other business functions and its importance operations of a business	1C,1D,2,3,4,A2,D2,D3	5 & 6
Understand the importance of consumer behavior as it relates to buying behavior	1C,1D,2,3,4,A2,D2,D3	5 & 6
Understand marketing concepts to solve marketing challenges	1C,1D,2,3,4,A2,D2,D3	5 & 6
Understand good marketing practices and techniques and how to apply them	1C,1D,2,3,4,A2,D2,D3	5 & 6

Instructional Methodology: This course will be taught utilizing the lecture-discussion format with the use of exams, discussions, and project.

Lakota Perspective: This course stresses **Wolakolakiciapi** “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 waunspe 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 (nunpa) 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.

Reading Load:

Reading will include approximately one (wanji) to two (numpa) chapters per week, plus handouts and homework as assigned.

Type & Amount of Writing Load:

Moderate writing is required to write a marketing plan.

Evaluation and Grading:

Assignments: These objectives will be assessed through the use of weekly forum marketing project, mid-term and final

Attendance and class discussions	15% of your grade
Marketing plan	23% of your grade
Mid-Term	25% of your grade
Final	25% of your grade

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.

As the field of business continues to change the professional requirements are also changing. For students who choose business as their field of study must **have a grade of “C” or better in business core and professional courses.** IF you have questions in regards to which courses this includes ask your instructor

Business Department policy is that we *do not allow students to do "I" incomplete contracts*; instead, students are provided the option to do a change of grade within one year. For that year your final grade will be an "F" or a higher earned grade.

I = Incomplete Work = A student may receive an incomplete grade only if it has been discussed with the instructor and the instructor deems this as justifiable. If this decision is reached, then the student must fill out an application form, which you may ask for, from the counselor or director at the college center. (See Student Handbook page 11)

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.

Homework has a designated due date. There will be no late homework accepted after its due date. If you will be absent make arrangements to get the homework assignment prior to your absence so that it may be turned in on time. In the situation of an emergency you will have two days after the due date to get the assignment turned over to the instructor. **THERE WILL BE NO EXCEPTIONS TO THIS RULE.**

College Policy on Grading and Change of Grades:

http://www.olc.edu/~wwhitedress/studentservices/Docs/OLC_Handbook.pdf see page 9 and 10

Course Requirements, Expectations or 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.

Co-Curricular Activities This course is used in part for preparation of AHEIC

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.

TOPICAL CONTENT

<i>Date</i>	<i>Objectives by Chapter</i>	<i>Assignments</i>
Oko Wanci		

Oko Nunpa		
Oko Yamni		
Oko Topa		
Oko Zaptan		
Oko Sakpe		
Oko Sakowin		
Oko Saglogan		
Oko Npcinyunka		

Oko Wikcemna		
Oko Ake Wanci		
Oko Ake Nunpa		
Oko Ake Yamni		
Oko Ake Topa		
Oko Ake Zaptan		

Early Alert System: The Enrollment Management Program of Oglala Lakota College has an Early Alert System in place to provide support for students. This system will be utilized by the instructor to report concerns regarding attendance, missing assignments, or any other matters that may impact the student’s ability to successfully complete the course.

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.

	Level of Achievement		
Criteria	Excellent (3 pts)	Satisfactory (2 pts)	Unacceptable (1 pt)
<i>Content</i>			
Executive Summary	The executive summary clearly communicates the critical elements of the marketing plan so that it reads as a stand-alone document. The length of the executive summary is sufficient to cover the critical information, but no more than two pages long.	The executive summary includes most, but not all of the critical elements of the marketing plan. Some of the information provided in the summary is unnecessary or trivial to understanding the plan. The summary is no more than two pages long.	The executive summary is either too short (less than one page) or too long (more than two pages). The summary contains mostly unnecessary or trivial information, therefore, it is inadequate as a stand-alone document.
Introduction	The introduction clearly and concisely introduces the purpose of the marketing plan.	The introduction is somewhat unclear and/or not concise in stating the purpose of the marketing plan.	There is no introduction that states the purpose of the marketing plan.
Company Analysis	Information about the company or organization is thoroughly and clearly reported, including such things as the type of product or service, employees, company history, previous and current marketing efforts, current knowledge about customers and competitors, etc.	Information about company or organization is, for the most part, thoroughly and clearly reported. But some information that may be critical to the marketing plan is missing.	Company or organization information is provided, but there is a great deal of potentially important information missing.

<p>Market Definition, Potential, & Demand</p>	<p>A visual depiction and verbal description of the market definition is provided that is reasonable and based on the company or organization. Reasonable estimates or calculations of market potential, market demand, and company demand are provided and clearly stated. Any necessary assumptions used in calculations are clearly explained.</p>	<p>Either the visual depiction or verbal description of the market definition is missing; both may be provided but not clear or reasonable. One of the estimates/calculations for market potential, market demand, and company demand are missing or clearly miscalculated. Assumptions are stated, but not explained.</p>	<p>There is no visual depiction of the market definition. More than one estimate/calculation of market potential, market demand, and company demand are missing or clearly miscalculated. Necessary assumptions are not provided.</p>
<p>Competitor Analysis</p>	<p>Information about all major competitors or strategic groups is thoroughly and clearly reported. Source(s) of the information is provided. Any information that is considered to be important to know, but that has not been obtained with reasonable effort is identified.</p>	<p>Information about most of the major competitors or strategic groups is provided. Not all of the information is as clearly reported as possible. The report does not explain missing data.</p>	<p>Some information about competitors is provided, but the analysis lacks thoroughness and clarity. There appears to have been little effort given to obtaining competitor information and there is no explanation for missing information</p>

<p>Customer Analysis</p>	<p>Information about customers is thoroughly and clearly reported. The source of data is clearly reported (i.e., secondary or primary data, company information or new</p>	<p>Most of the important information about customers is reported, although not as thoroughly and clearly as possible. For example, data collection information</p>	<p>Although some customer information is reported, it is clear that only minimal efforts toward attaining this data have been made. The information that is reported lacks</p>
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	<p>data collected for the development of this plan. If new data has been collected, the method of collection, including sample size, description of sample, and data collection instrument is provided. Any information that is considered to be important to know, but that has not been obtained with reasonable effort is identified.</p>	<p>may not be fully reported, data collection instrument may be missing. The report does not explain missing data.</p>	<p>clarity. The report does not recognize that data are missing.</p>
<p>SWOT Analysis</p>	<p>A thorough SWOT analysis is provided, based on the preceding analyses. Reasoning for each item in the SWOT is provided and logical. Strengths and weaknesses are clearly internal factors, and opportunities and threats are clearly external factors.</p>	<p>SWOT analysis is provided, but there are some missing points from preceding analyses. Reasoning for each item is not always thoroughly provided and/or logical. One or two strengths/weaknesses are external, or one-two opportunities/threats are internal.</p>	<p>SWOT analysis is provided, but there are at more than six missing points from preceding analyses. There is no reasoning provided for the items. More than two strengths/weaknesses or opportunities/threats are inappropriate.</p>

<p>Marketing Objectives & Goals</p>	<p>The marketing objectives and goals are clearly related to the company/organization mission. Objectives and goals are clearly</p>	<p>Linkage of marketing objectives and goals to company/organization mission is not clearly stated. Some of the objectives and goals are unclear and/or not</p>	<p>Marketing goals and objectives are missing or those that are identified are not quantified or are inappropriate.</p>
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	stated and appropriately quantified.	appropriately quantified.	
Marketing Strategy	The marketing direction that will frame marketing tactics of the marketing plan is clearly and specifically stated in 3-5 sentences. The marketing strategy is logically linked to the marketing objectives and goals.	Marketing strategy is identified but is unclear or unspecific in some aspects. The marketing strategy is logically linked to the marketing objectives and goals.	The marketing strategy is missing or is illogical given the marketing objectives and goals.
Target Market & Positioning	Based on the marketing strategy and SWOT analysis, the target market(s) is appropriately identified and described. A positioning statement for each target market is identified and explained, and reasonable.	Based on the marketing strategy and SWOT analysis, the target market(s) is identified but not described in enough detail. Positioning statement(s) is provided but not explained.	Target market and positioning is missing, or, if identified, does not seem appropriate given the marketing strategy and SWOT analysis. Positioning statement(s) is missing.

Product and Brand	The objectives of	The objectives of	Objectives for
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Management	product/brand management are clearly stated and appropriate. Tactics for managing the product/service/brand are thoroughly and clearly identified and reasoned. When necessary, sufficient detail about tactics is provided, making it easier to understand the scope of the tactic.	product/brand management are stated, but somewhat unclear. Most of the tactics are thoroughly and clearly identified, but one obvious tactic is missing. Some detail on tactics is missing, hindering understanding.	product/brand management are missing. More than one obvious tactic is missing. Very little detail on specific tactics is provided. Tactics are unclear and hard to understand.
Pricing management	The objectives of pricing management are clearly stated and appropriate. Tactics for managing price are thoroughly and clearly identified and reasoned. When necessary, sufficient detail about tactics is provided, making it easier to understand the scope of the tactic.	The objectives of pricing management are stated, but somewhat unclear. Most of the tactics are thoroughly and clearly identified, but one obvious tactic is missing. Some detail on tactics is missing, hindering understanding.	Objectives for pricing management are missing. More than one obvious tactic is missing. Very little detail on specific tactics is provided. Tactics are unclear and hard to understand.
Distribution Management	The objectives of distribution management are clearly stated and appropriate. Tactics for managing distribution are thoroughly and clearly identified and reasoned. When necessary, sufficient detail about tactics is provided, making it easier to understand the scope of the tactic.	The objectives of distribution management are stated, but somewhat unclear. Most of the tactics are thoroughly and clearly identified, but one obvious tactic is missing. Some detail on tactics is missing, hindering understanding.	Objectives for distribution management are missing. More than one obvious tactic is missing. Very little detail on specific tactics is provided. Tactics are unclear and hard to understand.
Communications Management	The objectives of communication	The objectives of communication	Objectives for communication

	<p>management are clearly stated and appropriate. Tactics for managing communications are thoroughly and clearly identified and reasoned. When necessary, sufficient detail about tactics is provided, making it easier to understand the scope of the tactic.</p>	<p>management are stated, but somewhat unclear. Most of the tactics are thoroughly and clearly identified, but one obvious tactic is missing. Some detail on tactics is missing, hindering understanding.</p>	<p>management are missing. More than one obvious tactic is missing. Very little detail on specific tactics is provided. Tactics are unclear and hard to understand.</p>
<p>Implementation & Control</p>	<p>A thorough and specific implementation plan is clearly identified for every tactic; the plan identifies who is responsible for implementing the tactic, when it should be implemented, the cost, measurement of effectiveness, and any other relevant information. The implementation plan is specific enough so that the company/organization has a blueprint for using the plan. In addition to specific effectiveness measures for each tactic, overall control measures for the marketing plan, and contingency actions, are identified.</p>	<p>An implementation plan is identified, but one to two tactics are not addressed. Specificity of some of the plan could be improved. The company/organization will be able to use the plan to implement the marketing plan, but may be confused about some aspects because of missing information. Overall control measures are included and contingency actions are identified, but they lack thoroughness.</p>	<p>An implementation plan is identified, but more than two tactics are not addressed, and the plan generally lacks specificity. Because of missing information, the plan will not help the company/organization implement the marketing plan. Overall control measures and contingency plans are not identified.</p>
<p>Conclusion</p>	<p>A brief summary that identifies the expected outcomes with successful</p>	<p>A summary of expected outcomes is provided but lacks clarity.</p>	<p>There is no conclusion.</p>

	implementation of the marketing plan is clearly presented in a short paragraph.		
<i>Written Communication</i>			
Organization	Written work is well organized and easy to understand. Sections of the plan are marked with appropriate headings. Tables and charts are appropriately used and easy to understand, and contribute to the ease of reading the plan.	The organization is generally good, but some sections seem out of place. Some headings may be missing. Tables and charts are included, but are difficult to understand (e.g., poorly labeled).	The plan is disorganized to the extent that it prevents understanding the content. There are no headings. Inappropriate use of charts or tables; or, use of tables and charts is indicated, but not included.
Writing Style	The plan has a writing style that is uniform throughout the paper and appropriate for this type of written project. There is no indication that the paper involved multiple authors.	The writing style lacks uniformity at times and is not always appropriate for a marketing plan. There is some indication of multiple authors (e.g., different fonts, different paper, etc.).	Plan is clearly the work of multiple authors with different writing styles, margins, printer fonts, paper types, etc.
Grammar, Spelling, and Formatting	The plan has been thoroughly spell-checked and proofread. There are no to almost none grammatical or spelling errors. There are no formatting errors.	There are a few spelling and/or grammatical errors. There are one to three formatting errors.	There are frequent misspelled words, serious grammatical errors, and formatting errors, indicating that time was not taken to spell-check and proofread.

Use of Appendices	Information is appropriately placed in either the main text or an appendix. Appendices are documented and referenced in the text.	Information is sometimes misplaced. Documenting and referencing in text are somewhat incomplete. Appendices are poorly documented and referenced in text.	Considerable amount of material is misplaced. Appendices are not documented or referenced in text.
References	Material used in the writing of the plan taken from external sources is appropriately referenced both within the document and on a reference page.	Some material taken from external sources is not referenced, either in the text or on a reference page.	No references in the text or on a reference page are provided, although it is obvious that material from external sources has been used.
Professionalism	Overall, the written communication of the marketing plan conveys a sense of professionalism, a written document that appears and reads like it was developed by professionals, not students.	Many aspects of the marketing plan convey a sense of professionalism, but there are some written communication problems that are not congruent with a professionally prepared marketing plan.	The marketing plan lacks any sense of professionalism and is clearly prepared by students.