

Course Discipline Code & No: BMG 160 Title: Principles of Sales Effective Term 5 09 Fall 07
 Division Code: BCT Department Code: BUS Org #: 13200
 Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.
 New course approval Reactivation of inactive course
 Three-year syllabus review/Assessment report Inactivation (Submit this page only.)
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.

Consultation with all departments affected by this course is required. Total Contact Hours (total contact hours were: _____)
 Course discipline code & number (was _____)* Distribution of contact hours (contact hours were: _____)
 *Must submit inactivation form for previous course. Pre-requisite, co-requisite, or enrollment restrictions
 Course title (was _____) Change in Grading Method
 Course description Outcomes/Assessment
 Course objectives (minor changes) Objectives/Evaluation
 Credit hours (credits were: _____) Other _____

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.
 Three year review.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson New resources needed All relevant departments consulted

Print: Steven M. Ennes Faculty/Preparer Signature Steven Ennes Date: 2/13/07
 Print: Steven M. Ennes Department Chair Signature Steven Ennes Date: 2/13/07

Division Review by Dean
 Request for conditional approval
 Recommendation Yes No Jeanne Wilson Dean's/Administrator's Signature Date: 10/29/08

Curriculum Committee Review
 Recommendation Tabled Yes No Anna Veasey Curriculum Committee Chair's Signature Date: 12/4/08

Vice President for Instruction Approval
Roger M. Palocz Vice President's Signature Date: 12/12/08
 Approval Yes No Conditional

Do not write in shaded area.
 Log File 10/31/08 Ecopy Banner 12/16 C&A Database 12/16 C&A Log File 12/16 Basic skills Contact fee

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to sjohn@wccnet.edu for posting on the website.

MASTER SYLLABUS

***Complete ALL sections which apply to the course, even if changes are not being made.**

Course: BMG 160	Course title: Principles of Sales
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Credit hours: <u> 3 </u> If variable credit, give range: _____ to _____ credits	Contact hours per semester: <table style="width:100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center; border-bottom: 1px solid black;">Student</td> <td style="text-align: center; border-bottom: 1px solid black;">Instructor</td> </tr> <tr> <td>Lecture:</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Lab:</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> </tr> <tr> <td>Clinical:</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> </tr> <tr> <td>Practicum:</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> </tr> <tr> <td>Other:</td> <td style="text-align: center;">—</td> <td style="text-align: center;">—</td> </tr> <tr> <td>Totals:</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> </tr> </table>		Student	Instructor	Lecture:	45	45	Lab:	—	—	Clinical:	—	—	Practicum:	—	—	Other:	—	—	Totals:	45	45	Are lectures, labs, or clinicals offered as separate sections? <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections <input checked="" type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	Grading options: <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
	Student	Instructor																						
Lecture:	45	45																						
Lab:	—	—																						
Clinical:	—	—																						
Practicum:	—	—																						
Other:	—	—																						
Totals:	45	45																						

Prerequisites. Select one:

College-level Reading & Writing

Reduced Reading/Writing Scores
(Add information at Level I prerequisite)

No Basic Skills Prerequisite
(College-level Reading and Writing is not required.)

In addition to Basic Skills in Reading/Writing:

Level I (enforced in Banner)

Course	Grade	Test	Min. Score	Concurrent Enrollment <small>Can be taken together</small>	Corequisites <small>Must be enrolled in this class also during the same semester</small>
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

Course	Grade	Test	Min. Score
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____

Enrollment restrictions (In addition to prerequisites, if applicable.)

and or Consent required

and or Admission to program required

and or Other (please specify):

Program: _____

Please send syllabus for transfer evaluation to:

Conditionally approved courses are not sent for evaluation.

Insert course number and title you wish the course to transfer as.

E.M.U. as _____

_____ as _____

U of M as _____

_____ as _____

_____ as _____

_____ as _____

MASTER SYLLABUS

<p>Course BMG 160</p>	<p>Course title Principles of Sales</p>	
<p>Course description State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>The purpose of this course is to provide students with an understanding of the responsibilities and ethics of a salesperson, effective prospecting skills, preparing customer presentations, handling customer objections, closing a sale, and understanding the basics of a business to business contract.</p>	
<p>Course outcomes List skills and knowledge students will have after taking the course.</p> <p>Assessment method Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p>Outcomes (applicable in all sections)</p> <p>Identify and apply responsibilities and ethical behavior of a salesperson</p> <p>Identify and apply the process of selling business to business</p>	<p>Assessment Methods for determining course effectiveness</p> <p>Comprehensive departmental exam</p> <p>Comprehensive departmental exam</p>
<p>Course Objectives Indicate the objectives that support the course outcomes given above.</p> <p>Course Evaluations Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p>Objectives (applicable in all sections)</p> <p>Unit 1, Selling as a Professional & Preparation for Selling The student will be able to:</p> <ol style="list-style-type: none"> 1. describe different sales positions. 2. identify the personalities (types of salespeople/customers). 3. analyze the ethical issues of selling. 4. demonstrate the communication process. 5. identify the sales product, industry, and trade knowledge. <p>Unit 2, Selling Process The student will be able to:</p> <ol style="list-style-type: none"> 1. describe methods of prospecting. 2. demonstrate the different presentation methods & approaches. 3. demonstrate how to handle presentation objections. 4. apply techniques of closing the sale. 5. practice customer follow-up and service 6. demonstrate a sales presentation for a company product. 	<p>Evaluation Methods for determining level of student performance of objectives</p> <p>Written application utilizing Internet Internet testing</p> <p>Written case studies, team assignment Oral presentation Written application utilizing the Internet</p> <p>Written application Written and oral role-play</p> <p>Written and oral role-play</p> <p>Written and oral role-play Team assignments Oral role play</p>

List all new resources needed for course, including library materials.

MASTER SYLLABUS

Student Materials:

List examples of types Texts Supplemental reading Supplies Uniforms Equipment Tools Software	ABC's of Relationship Selling Through Service	Estimated costs \$ 130.00
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Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level <u>only</u> if the specified equipment is needed for <u>all</u> sections of a course. <input type="checkbox"/> Level I classroom Permanent screen & overhead projector <input type="checkbox"/> Level II classroom Level I equipment plus TV/VCR <input checked="" type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation	<input type="checkbox"/> Off-Campus Sites <input type="checkbox"/> Testing Center <input type="checkbox"/> Computer workstations/lab <input type="checkbox"/> ITV <input checked="" type="checkbox"/> TV/VCR <input checked="" type="checkbox"/> Data projector/computer <input checked="" type="checkbox"/> Other <u>DVD</u>
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Assessment plan:

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place	Course section(s)/other population	Number students to be assessed
Identify and apply responsibilities and ethical behavior of a salesperson	Comprehensive departmental exam	Winter 2008; every three years thereafter	Random selection of one section	25
Identify and apply the process of selling business to business	Comprehensive departmental exam	Winter 2008; every three years thereafter	Random selection of one section	25

Scoring and analysis of assessment:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.

Scored using the answer key

2. Indicate the standard of success to be used for this assessment.

Class average of 70% or higher on the departmental exam

3. Indicate who will score and analyze the data (data must be blind-scored).

Electronic scoring. Full-time faculty who teach sales.

4. Explain the process for using assessment data to improve the course.

- a. Comprehensive departmental exam .
- b. Individual item analysis will be used to identify topics to be strengthened.