



**Section 1. Proposed Course Outline** (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **BA 238** Full Course Title for print catalog: **Sales**

Abbreviated Course Title for Banner: **Sales** (30 character limit)

Prerequisites: BA 101

Co-requisites:

Grade Option: ☒ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>3</u> Lecture	<u>30</u> hours (lecture credits x 10)	<u>36</u> hours (lecture credits x 12)	<u>33</u> hours (lecture credits x 11)
<u>  </u> Lec/Lab	<u>  </u> hours (lec-lab credits x 20)	<u>  </u> hours (lec-lab credits x 24)	<u>  </u> hours (lec-lab credits x 22)
<u>  </u> Lab	<u>  </u> hours (lab credits x 30)	<u>  </u> hours (lab credits x 36)	<u>  </u> hours (lab credits x 33)
<b><u>3</u> Total credits (sum)</b>	<b><u>30</u> Total hours (sum)</b>	<b><u>36</u> Total hours (sum)</b>	<b><u>33</u> Total hours (sum)</b>

### Course Description (300 character limit):

A beginning class in the basic techniques of selling. Course content includes: prospecting, pre-approach, presentation, demonstration, objections and closing. Selling as a career is thoroughly explored. Some emphasis will be placed on selling in the retail environment. The course is specifically designed to look at the marketing and psychology of relationship selling.

### Course Outcomes and Proficiencies

What will the student **know** or **be able to do** at the end of the course?

What **attitudes** related to the subject will the student hold?

### Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

1. Test
2. Written Assignments
3. Homework

	<b>Upon successful completion of this course the student should be able to:</b>	<b>How each outcome will be assessed:</b>
<b>1.</b>	Utilize concepts borrowed from the behavioral sciences to gain a better understanding of the nature of buyers	Test, Homework
<b>2.</b>	Define proven techniques for locating qualified customers	Test, Homework
<b>3.</b>	Create the favorable conditions that are important in approaching customers	Test, Homework
<b>4.</b>	Apply the major methods for gaining attention of prospective customers	Test, Homework, Written Assignment
<b>5.</b>	Apply the major techniques for handling sales resistance to given sales situations	Test, Homework
<b>6.</b>	Articulate the importance of active listening as a means for gaining customer interest and uncovering relevant information	Test, Homework
<b>7.</b>	Recognize the typical types of buying signals	Test, Homework
<b>8.</b>	Articulate the need for ethical behavior by salespeople	Test, Homework, Written Assignment
<b>9.</b>	Demonstrate the major techniques for closing the sale	Homework, Written Assignment
<b>10.</b>	Identify some of the more common warning signs of deteriorating customer relations	Test, Homework

## **Course Content by Major Topics**

What topics will be presented? What are the main activities of the course? What are the central themes? (See sample at <http://www.lanecce.edu/cops/format3.htm>.)

### **Topics:**

- I.** Understanding Basics of Consumer Behavior
  - A.** Identifying different types of needs
  - B.** Rational vs. emotional purchase decisions
  - C.** Consumer evaluative processes
  - D.** Retail, wholesale, B2B and other purchasing and sales environments
  
- II.** Sales Process
  - A.** Identifying benefits
  - B.** Identifying prospects
  - C.** Qualifying customers
  - D.** Needs assessment
  - E.** Making a the sales presentation
  - F.** Dealing with objections
  - G.** Closing sales
  - H.** Following up on sales
  
- III.** Relationship Sales
  - A.** The value of relationship sales
  - B.** Comparing and contrasting relationship sales with other sales models
  - C.** Relationship sales as a profession
  
- IV.** Ethics in sales
  - A.** Examples of unethical practices
  - B.** Increasing social responsibility and the relationship to the sales process
  - C.** Models for evaluating ethical behavior
  
- V.** Sales Profession
  - A.** Career opportunities in sales
  - B.** Evaluating career sales opportunities

## Section 2. Proposal Information

Course Developer:

Chris Culver

Date: December 2011

Catalog year to take effect:  
2011-2012

Type of Proposal

☒ New course

☐ Currently 199 or 299

☐ Experimental Course

☐ 199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

Type of Course:

☐ Lower Division Collegiate (transfer)

☒ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

### Rationale:

How does this proposal further the goals of the program or department?

This course is a required element in our Retail Mgt. AAS degree. The course has previously been offered through the host provider program. The host provider program is a difficult and unpredictable solution for students. By bringing this course in-house we will better serve students.

What assessment evidence supports this proposal?

See above?

How do you know there is a demand for this course?

The Retail AAS degree continues to expand enrollment. Previously this course was outsourced but now has sufficient enrollment to justify teaching a section at LCC.

## Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

**To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):**

This course has a component in ethics which should touch upon the definition of equity and how commerce can be ethically delivered. Additionally, the retail section appeals to a broad section of society and students.

## Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: \_\_\_\_\_ Course Title in Banner: \_\_\_\_\_ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option) ☐ Pass/No Pass only

**Number/Type  
Credits**

**Term Minimum Contact**

**Term Maximum Contact**

**11-Week Term Contact**

\_\_\_ Lecture

\_\_\_ hours (lecture credits x 10)

\_\_\_ hours (lecture credits x 12)

\_\_\_ hours (lecture credits x 11)

\_\_\_ Lec/Lab

\_\_\_ hours (lec-lab credits x 20)

\_\_\_ hours (lec-lab credits x 24)

\_\_\_ hours (lec-lab credits x 22)

\_\_\_ Lab

\_\_\_ hours (lab credits x 30)

\_\_\_ hours (lab credits x 36)

\_\_\_ hours (lab credits x 33)

\_\_\_ **Total credits (sum)**

\_\_\_ **Total hours (sum)**

\_\_\_ **Total hours (sum)**

\_\_\_ **Total hours (sum)**

## Course Description:

What will change? ☐ Course Number ☐ Title ☐ Course Description ☐ Credit hours ☐ Contact hours

**Section 5. Support Courses (New Professional/Technical course proposals must complete.)**

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division
Retail Management	Business & CIT

**Section 6. Overlap Courses (New course proposals must complete.)**

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:

1. Approved: overlap is acceptable. Rationale attached.
2. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date

**Section 7. Qualification to fulfill degree requirements** (complete all relevant forms, available at <http://www.lanecc.edu/currshed/drrcforms.htm>, and send to Mary Brau for the Degree Requirements Review Committee):

☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

**AAOT, ASOT-Bus, OTM:**

- ☐ Arts & Letters  
☐ Social Sciences  
☐ Science /Computer Science  
☐ Mathematics

**AAOT:**

- ☐ Cultural Literacy Option

**AAS, 1-year and 2-year certificates:**

- ☐ Human Relations

## Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

### What assignments will require the use of library and information resources?

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

#### To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.  
☐ Additional resources are needed but can be obtained from current funds.  
☐ Significant additional Library funds/resources are required to support this proposal.

\_\_\_\_\_  
Liaison Librarian

\_\_\_\_\_  
Date

## Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

#### Human, Physical, and Financial Resources:

- ☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.  
Source of funding:

- ☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain:

#### Required Certifications:

- ☐ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with ASA upon course approval.  
☐ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

#### Fees:

- ☐ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"  
☐ No special fees will be required for this course.

#### Divisional Recommendation:

- ☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.  
☐ Faculty review of this course was completed within the division on \_\_\_\_ (date).

- ☐ Pass      ☐ Do Not Pass

\_\_\_\_\_  
Administrative Assistant/Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Dean

\_\_\_\_\_  
Date

## Section 10. College Approval

\_\_\_\_\_  
Curriculum Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Executive Dean

\_\_\_\_\_  
Date

Curriculum Approval  
Committee hearing:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President, Academic Affairs & Chief Academic Officer

\_\_\_\_\_  
Date