

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Introduction to Business

CODE NO. : BUS100 **SEMESTER:** Fall
MODIFIED CODE: BUS0100

PROGRAM: Business, Accounting, & Business Management

AUTHOR: Shawna DePlonty, B.A. Econ., M.Ed.
MODIFIED BY: Anthea Fazi, Learning Specialist CICE Program

DATE: Sept. 2009 **PREVIOUS OUTLINE DATED:** Sept. 2008

APPROVED: "Angelique Lemay"

	<hr/>	CHAIR, COMMUNITY SERVICES	<hr/>	DATE
TOTAL CREDITS:	4			
PREREQUISITE(S):	N/A			
HOURS/WEEK:	16 weeks			

Copyright ©2009 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course enables the student to acquire the knowledge required to understand the concepts utilized in the contemporary business environment. Students will be able to identify the business concepts required to successfully manage a Business Entity in the Canadian and Global Market.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the help of a Learning Specialist, will demonstrate the basic ability to:

1. Describe the business trends which cultivate a business in a diverse global environment.

Elements of the performance:

- Explain how to manage business within the dynamic business environment.
- Describe how economic issues affect business.
- Predict how competition behaves in a global environment

This learning outcome will constitute 22% of the course.

2. Compare and contrast various legal forms of business ownership and describe ethics in relation to small business.

Elements of the performance:

- Explain how the role of government affects business.
- Create and examine a code of ethics for various businesses.
- Design a social responsibility program for a small business.
- Compare and contrast legal forms of business ownership.
- Describe entrepreneurship and its relationship to small business.

This learning outcome will constitute 22% of the course.

3. Explain the role and traits of a successful leader, outline various organizational structures, and discuss production strategies to satisfy customers locally and globally.

Elements of the performance:

- Describe management roles vs. leadership roles.
- Consider the impact of organizational structures on business.
- Identify organizational structures and explain the relationship between the various departments or functions within an organization.
- Develop a knowledge of functional areas to small and large business environments.
- Consider the impact of individual functional areas on other areas of the organization and their impact on how individuals and departments function.

- Support information sharing among the functional areas of an organization.
- Participate effectively in multi-functional teams.
- Take into account the role of quality control and quality assurance procedures, systems and standards in satisfying customer needs.
- Consider the role of production design in employee satisfaction and productivity.

This learning outcome will constitute 22% of the course.

4. Apply knowledge of the human resources function to the operation of an organization.

Elements of the performance:

- Describe and explain various motivational techniques.
- Recognize the role of the human resources function in the strategic business plan of an organization.
- Identify the changing role of human resources in policy formulation and future planning.
- Describe principles of human resources related to recruitment, selection, hiring, dismissal, compensation packages and benefits.
- Understand employee-management issues and relations.

This learning outcome will constitute 22% of the course.

5. Describe the importance of the financial services industry and the impact of money in Canada.

Elements of the performance:

- Explain what money is and how its value is determined
- Discuss the role that banks play in providing services.
- Discuss the nature and impact of insurance
- List five key criteria when selecting investment options
- Explain the opportunities in mutual funds as investments and the benefits of diversifying investments.

This learning outcome will constitute 11% of the course.

III TOPICS

1. Business Trends: Cultivating a Business in Diverse Global Environments.
2. Business Ownership and Small Business.
3. Leadership, Organization, and Production to Satisfy Customers.
4. Managing of Human Resources
5. The Financial Services Industry in Canada

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Nickels, McHugh, McHugh, Cossa, Understanding Canadian Business 6th **Canadian Edition**, McGraw-Hill Ryerson

ISBN 0-07-096331-2

On-line resources provide students with a study guide and reference materials to support course material. Students are advised to make good use of the companion website. The Professor may from time to time request that students complete and submit an assignment using on-line resources.

Library Resources: Globe and Mail Report on Business, Financial Post, Toronto Star Report on Business, Canadian Business and others.

V. EVALUATION PROCESS/GRADING SYSTEM

TESTS: The total weighting of the four tests will represent 100% of the final term grade. The tests will be administered during the term as follows:

<u>Assignments/Test #1:</u>	Reference Chapters 1, 2, 3	(worth 25%)
<u>Assignments/Test #2:</u>	Reference Chapters 4, 5, 6	(worth 25%)
<u>Assignments/Test #3:</u>	Reference Chapters 7, 8, 9	(worth 25%)
<u>Assignments/Test #4:</u>	Reference Chapters 10, 18	(worth 25%)

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November*, will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default.

Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.