Authorizing Signature: _____

Date: _____

LEHIGH CARBON COMMUNITY COLLEGE

MASTER COURSE OUTLINE

for

Prefix: __BUS__   No.: __248__   Name: Essentials of Entrepreneurship and Small Business Management

School/Division: Business
Submitted by: Lacey Gonzalez
Course Origination Date: August 2008
Review Date: Oct. 2020
Credit Hours: 3
Lecture Hours: 3
Laboratory Hours: 0
Other: 0
Prerequisite(s): None
Corequisite(s): None

Course Description

Entrepreneur: a person who recognizes an opportunity and organizes and manages a business, assuming the risk for the sake of potential return. This course will explore the creative and innovative thought process used by entrepreneurs to market, finance, and operate a small business effectively.

Course Objective/Competency
(for each objective, identify program objective accreditation standard,
and/or collegewide student competency or N/A)

Course Objective	Program Objective and/or Collegewide Student Competency
1. Describe the entrepreneurial mindset and entrepreneurial pathways to success.	#1 Think critically #2 Communicate effectively
2. Identify why an entrepreneur must create a competitive advantage and describe how an entrepreneur can create a competitive advantage in the market.	#1 Think critically #3 Apply quantitative reasoning
3. Identify the financial aspects related to entrepreneurship.	#1 Think critically #3 Apply quantitative reasoning

Course Objective	Program Objective and/or Collegewide Student Competency
4. Describe leadership styles and the role leadership plays in entrepreneurship.	#1 Think critically #2 Communicate effectively
5. Describe the legal aspects related to small business operations and techniques for effectively addressing risk management, operations, growth, and exit strategies.	#1 Think critically #2 Communicate effectively
6. Identify a market opportunity and develop a business plan targeting that market opportunity.	#1 Think critically #3 Apply quantitative reasoning

Course Content
(please provide chapter-level detail)

UNIT 1: ENTREPRENEURIAL PATHWAYS

1. Entrepreneurs and Entrepreneurship **(CO1)**

2. Pathways to Success: Processes and Instruments **(CO1)**

3. Creating Business from Opportunity **(CO1)**

UNIT 2: INTEGRATED MARKETING

4. Exploring Your Market (CO2)

5. Developing the Marketing Mix and Plan (CO2)

6. Smart Selling and Effective Customer Service (CO2)

UNIT 3: SHOW ME THE MONEY: FINDING, SECURING, AND MANAGING IT

7. Understanding and Managing Start-Up, Fixed, and Variable Costs (CO3)

8. Using Financial Statement to Guide a Business (CO3)

9. Cash Flow and Taxes (CO3)

10. Financing Strategy and Tactics (CO3)

UNIT 4: OPERATING A SMALL BUSINESS EFFECTIVELY

11. Addressing Legal Issues and Managing Risk (CO5)

12. Operating for Success (CO5)

13. Management, Leadership, and Ethical Practices (CO4)

UNIT 5: CASHING IN THE BRAND

14. Franchising, Licensing, and Harvesting: Cashing in Your Brand (CO5)

<u>Advisement Comments</u>

N/A

<u>Grading Procedures</u>

Suggested:

Discussion Posts (10 @ 10 points)	100 points
Activities (5 @ 25 points)	150 points
Tests (4 @ 100 points)	400 points
Reaction/Reflection Paper on the <u>One Minute Entrepreneur</u> (1 @ 100 points)	100 points
Leadership Activity	100 points
Business Plan	150 points
Total Points	1000 points

<u>Textbook(s)</u>

<u>Entrepreneurship: Starting and Operating a Small Business</u> by Glackin & Mariotti, 5th edition, 2020, Pearson.

<u>The One Minute Entrepreneur</u> by Blanchard, Hutson & Willis, Doubleday, New York, 2008.

<u>Bibliography</u>

N/A

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Lehigh Carbon Community College

Prefix: __BUS__ No.: __248__ Title: __Essentials of Entrepreneurship and Small Business Management__ Date: __Oct. 2020__

Course-Specific Student Learning/Collegewide Competencies

Course Learning Objective	Accred Std #	Prg Obj #	*CWC #	What tool will be used to measure the objective? (Assessment Method)	What is the criteria for success?	Measurement Tool Grading Scale (Numeric)	How will the measurement outcome be reported?
1. Describe the entrepreneurial mindset and entrepreneurial pathways to success.			1 & 2	Test One (Ch 1-3)	70% of students will score 70% or above	Out of 100%	Division Meetings Five -year Audit TracDat Reporting
2. Identify why an entrepreneur must create a competitive advantage and describe how an entrepreneur can create a competitive advantage in the market.			1 & 3	Test Two (Ch 4-6)	70% of students will score 70% or above	Out of 100%	Division Meetings Five -year Audit TracDat Reporting
3. Describe the financial aspects related to entrepreneurship.			1 & 3	Test Three (Ch 7-10)	70% of students will score 70% or above	Out of 100%	Division Meetings Five -year Audit TracDat Reporting
4. Describe leadership styles and the role leadership plays in entrepreneurship.			1 & 2	Chapter 13 Leadership Activity	70% of students will score 70% or above	Out of 100%	Division Meetings Five -year Audit TracDat Reporting
5. Describe the legal aspects related to small business operations and techniques for effectively addressing risk management, operations, growth, and exit strategies.			1 & 2	Test Four (Ch 12 & 14)	70% of students will score 70% or above	Out of 100%	Division Meetings Five -year Audit TracDat Reporting

6. Identify a market opportunity and develop a business plan targeting that market opportunity.			1 & 3	Business Plan	70% of students will score 70% or above	Out of 100%	Division Meetings Five -year Audit TracDat Reporting

CWC KEY: *#1-Think critically; #2-Communicate effectively; #3-Apply quantitative reasoning; #4-Participate cooperatively within a team; #5-Use current technology effectively; #6-Apply information literacy skills; #7-Analyze human diversity; #8-Apply scientific reasoning; #9-Evaluate ethical aspects of decision making

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Course–Specific Student Learning Objective Assessment

NOTE: A Master Course Student Learning Objective may support course objectives, program objectives, and/or collegewide competencies. Each Master Course Student Learning Objective that <u>does</u> support a Program Student Learning Objective and/or a Collegewide Student Learning Competency will be assessed by the division/department through the institutions four-year assessment plan.

1. **Course Learning Objective:** Identify the course objective(s) from the current Master Course Outline, not the Course Syllabus. The Master Course Outline is available by emailing Academic Services or Word Processing Department.

2. **Accreditation Standard #:** For accredited programs that are required to link program accreditation standards with objectives, identify the standard.

3. **Program Learning Objective #:** Identify the Program Learning Objective (by number) from the current Master Program Outline that the listed Course Objective links or supports. The Master Program Outline is available by emailing Academic Services or Word Processing Department.

4. **Collegewide Competency # (CWC#):** Identify the Collegewide or Institutional Student Learning Competency (by number) from current information located within the 'KEY' on the grid or from LCCC's Credit Catalog page 8, that the listed Course Objective links or supports. These are the skills and abilities all associate degree graduates should demonstrate as appropriate for their degree/program.

5. **What Tool will be used to measure the student learning objective (assessment method):** The Tool, Item, or Device that will be used by faculty to conduct the assessment of the learning objective. Examples include: identified exam question(s); presentation; writing assignment; pre/post quiz. Students should have some "skin in the game." That is this should be a high risk assessment, 5% or more of the final grade.

6. **What is the criteria for success:** This is identified by the Division; the criteria for success is a statement that demonstrates how the assessment of the program objective and/or the collegewide competency is to be measured by the tool. Examples include: 70% of students will obtain a score of 80% or better on XXXXXXXX assignment; 80% of students will obtain a score of 85% or better on Quiz number 2; 75% of students will show an improved score from pre-test to post-test on subject material.

7. **Measurement Tool Grading Scale:** This is identified by the division; this measurement tool grading scale is the numeric scoring of the assessment results. Examples include: 1=Pass/0=Fail; or 4=A, 3=B, 2=C, 0=F; or 90%=A, 80%=B, 70%=C, 60%=F.

8. **How will the measurement result be reported:** The identified assessment results will be reported to the institution's TracDat Application. The assessment results can be useful when reported through Five-Year Academic Audit, Low Enrollment Report, Budget Information, Curriculum Revision, Advisory Committee discussions, etc. At a minimum, results should be discussed by the Division and used in curricular revision, planning, and resource allocation (budget, time, space, equipment, etc.).

Master Course Outline Guidelines

Prefix: Course Prefix as it is to appear in the Credit Catalog/Banner System.

Number: Course numeric identifier as it is to appear in the Credit Catalog/Banner System.

Title: Course Name as it is to appear in the Credit Catalog/Banner System.

School/Division: Identify the program the idea is originating from.

Submitted by: Individual responsible for the submission.

Course Origination Date: Date (numeric equivalent Month/Year) the course was officially approved.

Review Date: Date (numeric equivalent Month/Year) that the editing is being completed.

Credit Hours: Total course credit hours as it is to appear in the Credit Catalog/Banner System.

Lecture Hours: Lecture hour total per week as it is to appear in the Credit Catalog/Banner System. Pursuant to college policy the ratio is one credit to one hour lecture.

Laboratory Hours: Laboratory hour total per week as it is to appear in the Credit Catalog/Banner System. Pursuant to college policy the ratio is one credit to three hour lab session. This relates to traditional labs like the Sciences.

Other: Internship, Externship, Clinical, Practicum, Community Service, Volunteerism hour total per SEMESTER as it is to appear in the Credit Catalog/Banner System. Pursuant to college policy the ratio is one credit to 75 hours service.

Prerequisite(s): Course(s), Placement testing score, Permission of Instructor or other requirements that a student have successfully completed prior to being able to register for this course as it is to appear in the Credit Catalog/Banner System.

Corequisite(s): Course(s) requirements that a student must register for simultaneously to being able to register for this course as it is to appear in the Credit Catalog/Banner System. If the student has previously successfully completed the corequisite course requirement – the requirement is waived.

Course Description: Three to five sentence explanation of, but not limited to, the course purpose, information, general overview, content areas covered, etc., as it is to appear in the Credit Catalog/Banner System. The description can/should also include any accreditation statement that is required by your programs accrediting body.

Course Objectives/Competency: In the left-hand side of the chart, enter brief, clear and specific statements of what learners will be able to perform at the conclusion of their instructional activities. These are targeted statements, using action verbs, about expected student performance. The recommendation is five to seven course objectives; however, there is no

limitation and depending on the subject matter or topic could be as few as three or as many 12 objectives. The number of objectives a course provides determination is faculty driven. In the right-hand side of the chart, the faculty member has the option to link to one of the college's nine Student Learning Competencies. These competencies can be written out or identified by an equating number (e.g. 1-Critical Thinking; 2-Communicate Effectively; etc.). OR link to one of the Program/Degree learning outcomes. There is occasion where the course objective remains at the course level not linking to higher level program or collegewide competency. This determination is faculty driven. This information will be used to develop course assessment grids for the college's four-year assessment cycle.

Course Content: Chapter level detail of the content of the course. This information will be used by faculty and adjuncts alike to establish and appear in the course syllabus.

Advisement Comments: Comments serve the purpose of offering options or providing guidance to students as it is to appear in the course syllabus. Information about the course that is valuable or beneficial to the student's successful completion.

Grading Procedures: Content serves the purpose of identifying the grade scale, grade breakdown, grading ranges as it is to appear in the course syllabus.

Textbook(s)/Resource(s): Provide the required text name, author name, publisher and ISBN number and identify other required resources such as videos, online readings, etc.

Bibliography: Listing of books referred to in content or used for the content or lesson of course material.

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