

### Starting the Business

2023-24 Academic Year

Program Title	Ministry Title	Major	Year	Semester
BUS-Entrepreneurship and Small Business-Business	Business - Entrepreneurship and Small Business	BESB	2	3
BUS-Entrepreneurship and Small Business-Business - OnTechU Transfer	Business - Entrepreneurship and Small Business	BETU	2	3
BUS-Entrepreneurship and Small Business-Business (weekend)	Business - Entrepreneurship and Small Business	BEFL	2	3

<b>Course Code:</b> ENTR 2200	<b>Course Equiv. Code(s):</b> ENTR 1251, ENTR 1281, ENTR 1291
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
<b>Remote proctoring required</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Kevin Baker	<b>Date:</b> August 2023

Prepared by		
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## Course Description:

This course will cover a wide variety of topics for those interested in starting, or seeking employment in, a small business. The course will capture the entrepreneurial spirit, and students will get first-hand exposure to the benefits and drawbacks of starting a new business and being your own boss. Issues pervasive in small businesses such as spotting trends or taking advantage of niche business opportunities will be discussed and factored into class exercises. Students will have the opportunity to practice start-up skills through feasibility analysis, the idea pitch, defining markets, targeting customers, operations, and deciding on which type of business to start. The ability to maintain and sustain operations of a small business will be experienced with particular attention to budgeting, forecasting, and cash management. In this course, students will have an authentic opportunity to test their entrepreneurial skills through a real business venture.

## Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Create business development steps which include concept identification and development, planning, start-up, maintenance, management and growth.
- CLO2 Apply marketing and sales tactics to support the growth of a new business entity.
- CLO3 Apply research skills to develop a feasible business idea within a viable market.
- CLO4 Recognize and meet the needs of internal and external stakeholders in the business.
- CLO5 Recognize the economic, social, political, and cultural variables which impact a new business venture.
- CLO6 Apply creative problem-solving, organizational, and time management skills to a real entrepreneurial venture.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Assignment: Ideation workshop - new business development	CLO1, CLO4, CLO5	EES1, EES2, EES5, EES7	5
Assignment: Feasibility blueprint - written report	CLO1, CLO3, CLO4, CLO5	EES1, EES2, EES3, EES4, EES5, EES7	10
Presentation: New trends in entrepreneurship	CLO3, CLO5	EES1, EES2, EES6, EES8, EES10	10
Presentation: New venture pitch presentation	CLO1, CLO3, CLO4, CLO5	EES1, EES2, EES3, EES5, EES7, EES9, EES10, EES11	10
Assignment: Business budget	CLO1, CLO3, CLO6	EES1, EES3, EES6, EES7, EES9, EES10, EES11	10
Simulation: Holiday showcase project - real selling opportunity on campus	CLO1, CLO2, CLO4, CLO6	EES1, EES2, EES3, EES4, EES5, EES7, EES8, EES9, EES10, EES11	15
Presentation: Business Progress Checkpoint 1	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES4, EES5, EES6, EES8, EES9, EES10, EES11	5
Presentation: Business Progress Checkpoint 2	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES4, EES5, EES6, EES8, EES9, EES10, EES11	5
Assignment: Individual assignment - Reflection	CLO1, CLO3, CLO4	EES1, EES2, EES4, EES6, EES10, EES11	5
Assignment: Individual assignment - Evaluation	CLO1, CLO3, CLO4	EES1, EES2, EES5, EES6, EES10, EES11	5
Project: Business report and presentation	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES3, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11	20
<b>Total</b>			<b>100%</b>

### Notes:

1. Attendance for class sessions and group meetings is mandatory and will be reflected in your individual performance evaluation. If a student is absent for a required assessment, a mark of "0" will be given - if it occurs during class time. This is even if other group members receive a mark based on their attendance and participation.
2. All students are expected to contribute to class discussions and group assignments. Self and peer evaluations will contribute to the overall grade for selected group assignments.
3. Classes will be comprised of workshops, discussions, and case studies on the new business venture process. Students will be expected to have completed the assigned readings or work prior to weekly class time.

4. All late assignments will be subject to a deduction of 20% per calendar day. No exceptions.
5. Detailed rubrics will be provided for each assignment.

## **Required Text(s) and Supplies:**

## **Recommended Resources (purchase is optional):**

1. Various supplemental websites and other resource materials focused on starting up new businesses in Ontario will be explored and provided to students throughout the duration of the course. Those available in electronic format will be available on the DC Connect course site.

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

<p><b>General College policies related to</b></p> <ul style="list-style-type: none"> <li>+ Acceptable Use of Information Technology</li> <li>+ Academic Policies</li> <li>+ Academic Integrity</li> <li>+ Standards for Student Conduct for all Learning Environments can be found at <a href="https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf">https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf</a></li> <li>+ Information about academic policies and procedures can be found on-line at <a href="https://durhamcollege.ca/about/governance/policies">https://durhamcollege.ca/about/governance/policies</a></li> </ul>	<p><b>General policies related to</b></p> <ul style="list-style-type: none"> <li>+ attendance</li> <li>+ absence related to tests or assignment due dates</li> <li>+ excused absences</li> <li>+ writing tests and assignments</li> <li>+ classroom management can be found in the Program Guide (full time programs only) in MyDC <a href="https://durhamcollege.ca/mydc/">https://durhamcollege.ca/mydc/</a></li> </ul>
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> <li>• copying another person's work;</li> <li>• using unauthorized materials or resources during an evaluation;</li> <li>• obtaining unauthorized copies of evaluations in advance;</li> <li>• collaborating without permission;</li> <li>• colluding or providing unauthorized assistance;</li> <li>• falsifying academic documents or records;</li> <li>• misrepresenting academic credentials;</li> <li>• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;</li> <li>• bribing or attempting to bribe personnel;</li> <li>• impersonation;</li> <li>• submitting the same work in more than one course without authorization;</li> <li>• improper use of computer technology and the internet;</li> <li>• depriving others of academic resources;</li> <li>• misrepresenting reasons for special consideration of academic work;</li> <li>• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;</li> <li>• any unauthorized use of generative or other artificial intelligence.</li> </ul> <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

## **Course Specific Policies and Expectations:**

Please note: This course outline is designed to cover every type of delivery method in our Program. Should you have an alternate mode of delivery, you will be provided where applicable with a course addendum clarifying course delivery specifics.

### **ACADEMIC INTEGRITY**

Any incident of academic dishonesty will be dealt with according to the Academic Integrity Policy and Procedure. For more information, see Policy ACAD-101-Academic-Integrity. If it is determined that a student has shared work with or copied from another student, all students involved will receive a mark of zero for the assignment or test. Details of such incidents will be forwarded to the Dean. Refer to your Student Handbook under section "Academic Integrity" for the consequence of such action. This is a student responsibility to review. Ask the class professor if you are unsure. Academic integrity is a core value at Durham College. Your professor has full discretion in the use of tools and practices to ensure that academic integrity is being upheld. Any evaluation that contributes to a student's grade in the course may be subject to the use of technological tools that contribute to the promotion of academic integrity. These tools may include the use of remote proctoring services, a requirement that the student have a webcam on for the duration of an evaluation, the use of "Turn It In", or other tools or practices that the professor deems appropriate. A student who does not follow the instructions or requirements related to the use of these tools and practices may not be permitted to access the evaluation, in which case policies related to a missed evaluation will be applied.

### **ATTENDANCE AND PUNCTUALITY**

Classes will begin at ten minutes after the scheduled hour. Students are asked not to disrupt the class once it has started. Each lesson builds on skills learned in the previous classes. Students missing a topic will be less able to complete subsequent assignments. If a student is absent, it is his/her responsibility to obtain handouts and material covered from other classmates. Success in accounting depends on regular attendance, class participation, completion of homework and assignments.

### **ELECTRONIC FILE SUBMISSION**

Professors may direct students to submit assignments in electronic format. In fact, submission to DC Connect is the preferred method of submission for most assignments. It is the student's sole responsibility to ensure that any assignments submitted electronically are in the right location, in an acceptable file format that can be opened and read by the professor, and that the correct file is chosen for submission. If, after submitting the file, the student recognizes that an error has been made, any subsequent submissions to correct the error will be subject to the usual grade deduction for late assignments. It is not the professor's responsibility to notify the student that the file is incorrect and any submission errors that are not identified and corrected by the student will receive a grade of zero. It is highly recommended that the student close and reopen a file prior to submission to ensure it will open correctly. If there is any doubt about acceptable file formats, it is up to the student to check with the section professor prior to the submission deadline.

### **GRADE APPEAL**

A student who wishes to appeal a grade has 5 business days to speak to the faculty member from the date the grade is released on DC Connect or MyCampus. The faculty member will review the concern outlined by the student and will explore ways to resolve the concern. For more information, see Policy ACAD-111-Grade-Appeals.

### **PROFESSIONALISM, COMMUNICATION, & CLASSROOM BEHAVIOUR**

Students are expected to behave in a professional manner in the classroom and online environment. Students' behaviours must comply with Durham College's Student Code of Conduct and professional practices expected in any workplace. Students must recognize that their behaviours not only represent themselves but are also a reflection on the program as a whole, and have an impact on the image of the College. Behaviours that are considered a breach of the Student Code of Conduct will be dealt with according to the Student Code of Conduct Policy and Procedure, <https://durhamcollege.ca/wp-content/uploads/student-conduct-policy.pdf>

Students must understand the importance of using proper communication techniques in everything they do including but not limited to emails, online lectures, and discussion forums. All business documents must be correctly formatted, legible, and free of grammar, punctuation, and spelling errors.

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.



# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	3	Delivery:	In Class
1	<b>Course Learning Outcomes</b>			
	CLO1, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES8, EES9	<b>Practiced:</b>	EES1, EES2, EES8, EES9
	<b>Intended Learning Objectives/Topics</b>			
	Review of course objectives and course outline Overview of assessments Launch of group ventures Introduction to starting a new venture and the process			
	<b>Intended Learning Activities</b>			
	Review of course and course outline Discussion groups, preview of introductory assignment Group formation Entrepreneur mindset workshop			
	<b>Resources and References</b>			
	DC Connect Additional resource materials Workshop materials and supplies			
	<b>Evaluation</b>			

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
2	<b>Course Learning Outcomes</b> CLO3, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES4, EES5, EES7	<b>Practiced:</b>	EES5, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> Overview of the entrepreneur and their process Introduction to ideation and finding opportunities			
	<b>Intended Learning Activities</b> Group discussion Hands-on workshop Brainstorming			
	<b>Resources and References</b> DC Connect Reference notes Hands-on activities Case study Workshop materials			
	<b>Evaluation</b>			
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
3	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2	<b>Practiced:</b>	EES1, EES2, EES8, EES9, EES11
	<b>Intended Learning Objectives/Topics</b> Design in the new business process			
	<b>Intended Learning Activities</b> Interactive workshop Class and group discussion Design workshop			
	<b>Resources and References</b> Resource materials posted to DC Connect Assessment outline Internet article and video			
	<b>Evaluation</b>	Assignment: Ideation workshop - new business development		<b>Weighting</b>

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
4	<b>Course Learning Outcomes</b> CLO3, CLO4, CLO5			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> Finalize group start-up venture idea Report on feasibility and market testing			
	<b>Intended Learning Activities</b> Class and group discussion Business build workshop			
	<b>Resources and References</b> Resource materials posted to DC Connect Market feedback materials			
	<b>Evaluation</b> Assignment: Feasibility blueprint - written report			<b>Weighting</b> 10
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
5	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES2, EES3, EES4, EES5, EES8, EES9, EES11
	<b>Intended Learning Objectives/Topics</b> Management of start-up finances Explanation of budget and financial performance			
	<b>Intended Learning Activities</b> Group meetings			
	<b>Resources and References</b> Resource materials posted to DC Connect			
	<b>Evaluation</b> Presentation: Business Progress Checkpoint 1			<b>Weighting</b> 5

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
6	<b>Course Learning Outcomes</b> CLO3, CLO5, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES7	<b>Practiced:</b>	EES1, EES2, EES3, EES7, EES8
	<b>Intended Learning Objectives/Topics</b> Sources of funding for new business ventures Crowdfunding as a viable method to raise capital The budgeting process for small business operations			
	<b>Intended Learning Activities</b> Guest speaker and assessment Peer learning			
	<b>Resources and References</b> Resource materials posted to DC Connect Guest speaker			
	<b>Evaluation</b> Assignment: Individual assignment - Reflection			<b>Weighting</b> 5
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
7	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES4, EES5, EES10, EES11	<b>Practiced:</b>	EES1, EES4, EES5, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> Prepare for business launch			
	<b>Intended Learning Activities</b> Group discussion Coaching sessions Group presentations			
	<b>Resources and References</b> Resource materials posted to DC Connect Coaching reference materials			
	<b>Evaluation</b> Presentation: New trends in entrepreneurship			<b>Weighting</b> 10

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
8	<b>Course Learning Outcomes</b> CLO1, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES5, EES6, EES9	<b>Practiced:</b>	EES1, EES2, EES4, EES5, EES6, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> Final preparations for business operations New venture launch			
	<b>Intended Learning Activities</b> In class work and discussion Coaching sessions Whiteboard sessions			
	<b>Resources and References</b> Resource materials posted to DC Connect			
	<b>Evaluation</b>			
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
9	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES7, EES9	<b>Practiced:</b>	EES1, EES2, EES4, EES5, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> Pitch workshop			
	<b>Intended Learning Activities</b> Business operations - authentic assessment and student feedback Interactive workshop			
	<b>Resources and References</b> Resource materials posted to DC Connect Workshop materials			
	<b>Evaluation</b>	Assignment: Business budget		<b>Weighting</b>

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES8	<b>Practiced:</b>	EES1, EES2, EES5, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> Group business venture execution and operations Milestone report on business performance			
	<b>Intended Learning Activities</b> Business operations - authentic assessment and student feedback			
	<b>Resources and References</b> Resource materials posted to DC Connect			
	<b>Evaluation</b> Presentation: New venture pitch presentation Presentation: Business Progress Checkpoint 2			<b>Weighting</b> 15
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
11	<b>Course Learning Outcomes</b> CLO1, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES5, EES9, EES11	<b>Practiced:</b>	EES1, EES2, EES5, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> Group collaboration and execution Peer learning through sharing			
	<b>Intended Learning Activities</b> Business operations - authentic assessment and student feedback			
	<b>Resources and References</b> Resource materials posted to DC Connect			
	<b>Evaluation</b>			

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
12	<b>Course Learning Outcomes</b> CLO1, CLO4, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES2, EES5, EES6, EES8, EES9
	<b>Intended Learning Objectives/Topics</b> Group business venture execution and operations Selling in an authentic format			
	<b>Intended Learning Activities</b> Business operations - authentic assessment and student feedback			
	<b>Resources and References</b> Resource materials posted to DC Connect			
	<b>Evaluation</b> Assignment: Individual assignment - Evaluation			<b>Weighting</b> 5
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
13	<b>Course Learning Outcomes</b> CLO1, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES3	<b>Practiced:</b>	EES1, EES2, EES3, EES6, EES7, EES9
	<b>Intended Learning Objectives/Topics</b> Group business venture execution and operations (final week)			
	<b>Intended Learning Activities</b> Business operations - authentic assessment and student feedback Summarize successes in written format			
	<b>Resources and References</b> Resource materials posted to DC Connect			
	<b>Evaluation</b> Simulation: Holiday showcase project - real selling opportunity on campus			<b>Weighting</b> 15

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
14	<b>Course Learning Outcomes</b>			
	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES2, EES3, EES4, EES5, EES6, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>			
	Summary of business results and key lessons learned Peer learning through sharing			
	<b>Intended Learning Activities</b>			
Group venture presentations Class discussion Peer feedback Self and peer evaluations				
<b>Resources and References</b>				
Resource materials posted to DC Connect Assessment overview and outline				
<b>Evaluation</b>			<b>Weighting</b>	
Project: Business report and presentation			20	



**This course supports the following program(s) and program learning outcomes.**

BESB: Entrepreneurship and Small Business-Business

- #1. Identify and discuss the impact of global issues on an organization's business opportunities by using an environmental scan.
- #4. Apply basic research skills to support business decision making.
- #8. Use accounting and financial principles to support the operations of an organization.
- #9. Describe and apply marketing and sales concepts used to support the operations of an organization.
- #11. Outline and assess the components of a business plan.