

COURSE OUTLINE / Competency based approach

Business Plan		
Course title		
Administration		
Program title(s) or component of General Education		
Business Administration DEC 410.12		
Discipline		
410-851-MV file # 3827	3-0-3	
Course code	Weighting	Credits
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Teacher	Office number	Telephone number and e-mail
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Department		Department Coordinator
2006		Winter
School Year		Semester

GENERAL COURSE DESCRIPTION

- *How and where the course fits into the student's program*
- *Targeted competency or competencies in the course*
- *Links with other courses, i.e. courses contributing to developing the same competencies*
- *Prerequisites for this course, if any*
- *Relevance of this course for the student*

General course description:

You will integrate knowledge from every area of business to craft a professional quality business plan—one capable to satisfy a banker, investor, or partner—on paper or face-to-face.

Purpose of the course

This course will introduce students to the concepts and principles of small business management. Students will be able to apply a basic understanding of the steps required to evaluate the prospects of a small business, to start and to operate the business.

Given examples, instructions and current business information & data, students will demonstrate in class discussions and on the plan, their ability to understand and apply the basic concepts and principles required to evaluate, and recommend the creation or the development of a small business as part of an overall business plan.

This course is part of the curriculum courses in Business Administration which together will provide a foundation for further learning in this educational discipline.

LEARNING TARGET

➤ *Task to be completed by the student at the end of the course, as it is related to the competency or competencies*

LEARNING TARGET:

Students will be able to apply appropriate working methods to produce a comprehensive business plan.

At the end of the term the student will be able to understand the following:

1. Explain the characteristics and criteria for the successful small business entrepreneur
2. Evaluate the pros and cons of a start-up, buying an existing business or buying a franchise
3. Research, gather and prepare, the information necessary to develop a business plan
4. Analyze and evaluate financial data as it pertains to business
5. Identify sources of financing
6. Understand, pricing, credit, advertising and sales promotion
7. Analyze and evaluate marketing data as it pertains to business
8. Combine all the elements of a business plan into a comprehensive action plan

STAGES OF LEARNING

- *Progressive stages showing the logical learning sequence for the student, in order to reach the course learning target*
- *For each stage of learning, specify the*
- ✎ *learning objectives*
 - ✎ *essential course contents*
 - ✎ *teaching and learning strategies*
 - ✎ *relative length of the stage*

STAGES OF LEARNING:

Course Content: The following represents some of the main subject areas to be discussed during the semester. This material will primarily be taught in a lecture-based format combined with in-class application of key topics. This subject area will be taught progressively during the course in conjunction to the weekly reading requirements.

Part I What is entrepreneurship

Goal

This stage introduces the student to the concept of entrepreneurship and provides an overview of the other elements that are required to launch a successful new business venture.

Content

- viable business idea
- business strategy
- myths and stereotypes about entrepreneurs

Teaching strategies

The course consist of lecture notes/readings from text, case study materials.

Part II Exploring new business ideas and opportunities

Goal

This stage describes a number of sources from which a student might obtain ideas for a prospective new venture and identifies a number of areas of opportunity for the future.

Content

- outlines a six-step opportunity selection process
- the characteristics of a model business
- presents a framework for assessing the attributes of your product or service
- outlines a number of entry strategy

Part III Conducting a feasibility study

Goal

This stage provides a step-by-step process for transforming your chosen new venture concept from the idea stage to the marketplace.

Content

- the concept of your proposed venture
- the technical feasibility of your idea
- a detailed assessment of your market potential and preparation of your marketing plan
- conducting a cost and profitability assessment
- indicating plans for future action

Part IV Preparing the business plan

Goal

This stage provides a framework for the development of a comprehensive business plan for your proposed new business venture.

Content

- developing a mission statement
- formulating a mission statement
- defining the fundamental values by which you will run your business
- setting clear and specific objectives
- developing a realistic business plan

EVALUATION OF ACQUIRED SKILLS AND KNOWLEDGE

- *Evaluations during the course of the session to prepare the student for the final examination*
 - A. *Formative evaluations*
 - B. *Final evaluations*
 - ↳ *nature and description of the evaluations*
 - ↳ *date*
 - ↳ *marks awarded*
 - ↳ *evaluation criteria*
 - ↳ *time required by the student*
- *Showing how the final examination relates to the learning target*

EVALUATION OF ACQUIRED SKILLS AND KNOWLEDGE:

Type of evaluation	100 %	Due Date	Criteria/standard
Production of a business plan The written part	70%	Last week of class	Use and application of key concepts.
One presentation of a the business plan	30%	Last day of class	Use appropriate presentation skills and tools. Must sell your idea to potential investors.

SPECIFIC COURSE REQUIREMENTS

- *Application requirements of the PIEA; the following components must be included in the course outline*
 - ✧ *Class attendance (4.7.3)*
 - ✧ *Submission of assignments (4.4.2)*
 - ✧ *Evaluation of the English language (4.6.2)*
 - ✧ *Presentation of assignments (4.4.4)*

- *Specific evaluation requirements approved by the Commission des études, if any*
 - ✧ *article 4.2.5, article 4.2.6, article 4.3.2 and article 4.6.2*

SPECIFIC COURSE REQUIREMENTS:

BIBLIOGRAPHY

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| <ul style="list-style-type: none">➤ <i>Required readings</i>➤ <i>Recommended readings</i> |
|--|

BIBLIOGRAPHY:

Text: Class notes

Other suggested texts.

Ryan J.D. and Robert J. Ray, *Small business: an entrepreneurs plan* (5th edition), Harcourt Brace college Publishers (1999)

Good Walter S. *Building a dream: a Canadian guide to starting your own business*, McGraw-Hill Ryerson Limited, 2003

Alter Sutia Kim, *Managing the double bottom line: A business planning guide for social enterprises*, Pact Publications, 2001

PIEA

The following articles of the «Politique d'évaluation des apprentissages» (PIEA) of Cegep Marie-Victorin have a direct impact on the organisation and teaching of this course. You may consult the complete document upon request.

The student's responsibilities are the following:

To attend class.

Classroom time is the fundamental starting point of the student's learning process.

To read the course outline carefully and to refer to it throughout the course in order to ensure the academic success.

To invest the required amount of personal study and preparation time required for homework, assignments and learning activities.

To use resources offered by the Cegep in the case of learning difficulties.

To be present at all evaluations (diagnostic, formative and cumulative) according to requirement and determined deadlines for the course.

The professor's responsibilities are the following:

To prepare a course outline which is in keeping with the *Règlement sur le régime des études collégiales*, ministerial specifications, the program graduate profile, the model course outline, as well as departmental and institutional regulations.

To ensure that the students in their course will be fairly evaluated

Develop elements of formative evaluation in their courses

Identify the elements which will be covered in the final examination. That is to say the course objectives which will be evaluated. For each of these objectives, the professor must indicate the relative % weighting of each objective. The professor is also responsible for determining the nature of the instruments of evaluation (exam, written

assignment, oral presentation etc...) in order to evaluate whether or not these objectives have been reached.

Professors are required to prepare or to contribute to the preparation of evaluations. For each course they are required to keep the students' copy of the final examination, as well as the corrections until at least the beginning of the next session.

Professors who work in the department of *Éducation Permanente* will be required to hand in a copy of their final exam as well as the correction guide for the exam when they hand in their final grades.

Professors are required to correct their exams according to a guide which indicates specifically which evaluation criteria are being examined and their relative weight.

Professors have the responsibility of distributing to their students as efficiently as possible all of the pertinent information with regard to final evaluations. Notably the nature of the evaluation, the weighting of the evaluation, the evaluation criteria and the correction guide which will be used.

Stage:

Any student who fails a practical stage course due to a serious lack of professional ethics, will not be permitted to continue in the program in question. Students who fail a practical stage course twice, or who are expelled from the program for a serious infraction will not be re-admitted to the program without having completed the admission procedure.

This new admission form must be analysed by a committee composed of the stage co-ordinator, the department or program co-ordinator, the professor responsible for the supervision of the stage, a student advisor, and a representative of the *Direction des études* (In *Éducation permanente* programs, the committee will be composed of the same people with the exception of the department or program co-ordinator). The on-site supervisor who had contact with the student may also be consulted.

Attendance at exams and submission of school assignments

Attendance at final exams (summative evaluations) is mandatory. A student who is absent (with out serious justification) will receive the mark of «O». It is the student's responsibility to meet with his teacher in order to justify their absence upon their return, and to present to the teacher documentation justifying their absence. Only very serious reasons (such as a death in the family, an accident or illness) will be accepted by professors. In cases such as these, the professor will prepare a make up exam for the student.

Students are required to present themselves to final exams at the time and place indicated in advance. If a student arrives late depending on the nature of the exam the student may not be allowed to write the exam if any student have already left to examination room.

All assignments must be submitted to the teacher in class on the specified date and time. Students who hand in work late will be penalised up to 10% of their grade for each day the work is late. Indications to this effect must be specified in the course outline. In addition students are responsible for keeping a draft or a copy of their assignments whenever the nature of the assignment allows for it.

Assignments which are handed in after the teacher has given the rest of the class their corrected work, will not be accepted.

The decision to propose another assignment or to grant an extension is completely at the teacher's discretion. Written assignments must be presented legibly (in ink) or in type written form. The teacher may require that students hand in their assignments in a type written form for reasons which should be specified in the course outline.

Correction of assignments and exams

Student must have sufficient advance notice of the evaluation criteria and correction guide for an exam or an assignment in order to prepare themselves adequately for examinations, and to revise their own assignments before handing them in.

The evaluation of learning activities must be done in such a way that students understand the nature of their mistakes and how they can make progress in their studies.

Students must have access to information relating to their diagnostic, formative and final evaluations.

The teacher must return the results of an evaluation within a reasonable period of time in order to ensure that students have sufficient time to improve their results.

Copies of work assigned during the semester must be returned to the students. Copies of exams given during the semester may be kept by the teacher however, in keeping with article 4.5.2 of the PIÉA, students must have access to their results, as well as the comments and annotations made by the professor.

In addition, the professor is required to keep all of the final exams of final assignments until the official grade revision period has passed (for at least one year). In the case of *Éducation Permanente* programs, this period should be at least, until the beginning of the next session. Student must have access to their papers in order to give them the opportunity to understand their errors and to improve their academic performance.

EVALUATION OF THE ENGLISH LANGUAGE

In order to give students the opportunity to improve their English language skills (writing skills in particular), teachers must include frequent written assignments. The emphasis placed on written work is intended to help students prepare for the ministerial exam.

The teacher will indicate the student's mistakes and propose ways to improve their writing skills during the session. In a final evaluation teachers are required to deduct marks for mistakes (up to 10% of the grade). Students will be notified in advance of the deductions which will be applied for language mistakes and the method the teacher will use to indicate the errors.

However, in courses where language accuracy is a part of the evaluation criteria, the number of marks deducted for mistakes in written work may exceed 10%. In those cases, the maximum deduction will be determined by "*Education permanente*", and must be approved by the "*Commission des études*" (article 4.6).

Professors and department heads must be vigilant about the quality of language in the documents they distribute to students (course notes, questionnaires, course outlines etc...)

Class attendance

It is the duty and responsibility of students to attend classes, as the classroom is the starting point of the learning process. With this, as a guiding principle, the college would like to affirm as it does in the *Plan institutionnel de la réussite éducative* that the student is the principal author of his own academic success, and that consistent class attendance, is the most important element contributing to academic success. The College has established measures to contribute to this success without taking on the full responsibility of this success which remains in the hands of the student.

Due to the fact that regular attendance is such an essential component of academic performance, professors are required to take attendance in class and to encourage students to assume their responsibilities.

If a student has been absent for 15% of their class (15% of the contact hours), the student will be penalised up to a maximum of 15% of the final grade and in certain cases

may even find themselves in a situation where they will receive a failing grade for the course. More specific indications concerning the application of this rule should appear in the course outline. In any case, this penalty should be considered only as a last resort. However, it is the student's responsibility to meet with the professor in order to explain their absence.

In courses where the evaluation of what students have learned must be made based on the professor's observation of a student in a clinical situation (stage, laboratory, workshops, or any other clinical training), a student's absenteeism may result in a failing grade as it is specified in article 4.4.1. However the course outline must clearly indicate this.

Grade Revisions

If a student feels that they have been unfairly treated in an evaluation, they may request a grade revision.

The request for a grade revision does not automatically imply that the student will receive a higher grade, the grade may remain the same or may also be reduced following the revision.

For all evaluations other than the final evaluation, students must approach the teacher directly, immediately after they have received their results, if they wish to have a grade reviewed.

Students who wish to have a final exam or paper reviewed, must do so directly to the Main office of their school. The request will be forwarded to the Marie-Victorin administration who will form a committee composed of three people, including the teacher in question. The committee will determine whether or not the grade should be modified.

In *Éducation Permanente* programs, students have until two weeks before the beginning of each semester to request a grade revision.

The student's copy will not be available for consultation by the student until the revision process has been completed.

The grade revision process does not apply to situations where an error in calculation has been made, or a transcription error has been made. Questions and requests of this kind should be made directly to the teacher during the session or to the main office after the session is over.

Plagiarism

The notion of fraud applies to all plagiarism or cheating during an activity leading to evaluation.

All plagiarism, attempt to plagiarize or collaboration to plagiarize will lead to a grade of zero. After having informed the student, the professor must prepare a written report to be given to the department co-ordinator who is responsible for keeping the report. If the student cheats again, they will receive a grade of zero for the course or courses in question. The professor must prepare a written report

A student commits fraud or cheats when they:

- Use material other than what is authorized;
- Copy the answer to a test or the assignment of another person;
- Help someone else to copy;
- Copies a text without indicating its origin;
- Participates in an act of fraud such as the theft, falsification of documents or material used for evaluation;

Program synthesis evaluation

In order to respect article 25 of «*Le règlement des études collégiales*» all students enrolled in DEC programs are required to pass a program synthesis exam in order to receive the Diploma of Collegial Studies.

The synthesis exam is not an evaluation of the student's competencies, this type of evaluation takes into account the student's ability to integrate the knowledge they have acquired in their program.

Linguistic correction grid

Teachers must pinpoint mistakes and may identify them by using a letter or abbreviation of the term:

C =	CONJ.	Conjugation error, wrong use of verb tense.
G =	GRAM	Grammatical error
S =	SPE	Spelling error
P =	PUNC	Punctuation error
S =	STR	Error in sentence structure
V =	VOC	Improper use of terminology or bad choice of words.

ESSAY ORGANISATION

In relation with the organisation of ideas, teachers can, if they desire, pinpoint the errors by using the following:

- COH = Lack of coherence or precision in the text or part of the text.
- CONC = Weak conclusion or absence of conclusion.
- AMB = Ambiguity in terms of subject or pronoun.
- ILLOG = Illogical, ordering of ideas.
- INT = Weak introduction or lack of introduction.
- PAR = Paragraph without unity or coherence.
- SEN = Poor sentence.
- REP = Repetition, lack of variety in vocabulary.
- TRANS = Poor transition of ideas.

Essay Topic Form

Choose one of the following essay topics by circling or underlining your selection.

A. European Union B. Soviet Union & Eastern Europe C. Asian Countries

Topics

1. Does the creation of the European Union represent an advance or retreat in relation to the ongoing fight between government and the market to control the commanding heights of an economy? Or in other words, do the ideas of Keynes or Von Hayek now hold sway over the economic destiny of Europe? How and in what ways? Give adequate explanations and cite examples.
2. Describe the conditions that lead up to the rise and downfall of the soviet style central command controlled economy. What reason led to the collapse of the Soviet Unions and Eastern block economies? How can this major economic event of twentieth century be explained by the central theme of the battle of ideas between Hayek and Keynes as presented by the course material?
3. Compare and contrast the economic choices that Asian countries made versus the economic choices that many developing countries in Africa or South America, etc made in the face of an increasing globalized economy. Which of the two found success and which found failure in the different economic strategies that they followed.

Student Name (please print clearly): _____

Signature of English teacher Marie-Eve Morin _____