

AREA CAREER CENTER OF HAMMOND
AREA DISTRICT OF CAREER AND TECHNICAL EDUCATION # 2
COURSE SYLLABUS
ENTREPRENEURSHIP ACADEMY
SCHOOL YEAR 2011-2012

Course Title: Entrepreneurship Academy

Meeting Dates: Monday – Friday
AM Session: 7:45 – 10:15
PM Session: 11:45 – 2:15

Instructor: Mr. Dan Corona
Office: #120
Office Phone: (219) 933-2428 ext. 2028
Main Office Fax: (219) 933-1680
Email Address: dpcorona@hammond.k12.in.us

Office Hours: 10:15-11:45 Monday-Friday, or by appointment

Prerequisites: Not any required or suggested pre-requisites

Course Description:

The Entrepreneurship Academy is a specialized marketing course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create and manage their own business. Topics addressed include assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a free enterprise system. Students will develop a written business plan for a business of their choice. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects available through the DECA program of co-curricular activities.

- This is a two- to six-credit course offered over two to six semesters.
- This is a Core 40 directed elective as part of a technical career area.
- This course is an Academic Honors and Technical Honors elective.
- Content standards and performance expectations defined.
- Indiana's Academic Standards in English/Language Arts, Mathematics, Economics, and National Marketing Education Framework standards have been integrated into this course.
- A component of the Marketing, Sales and Promotion career cluster.
- A recommended component for all Indiana career clusters.
- A capstone course for an Entrepreneurship Academy.
- A vocationally licensed (CTE) marketing teacher must teach this course.
- Additional Pupil Count (APC) State vocational funding available.

Course Intent:

The Entrepreneurship Academy is designed to give students the knowledge needed to start, own and run their own business or to better prepare them for entry into a 2 or 4 year college or university. It is also designed to give students the confidence needed to promote business and marketing ideas in the business world by exploring and understanding the basics of business and marketing by working with Introduction to Business software and the textbook, Entrepreneurship & Small Business Management. Students will engage in PowerPoint presentations on a weekly basis to gain the confidence and expertise needed when speaking to small and large groups of people.

Assigned Text:

- Allen, Kathleen and Meyer, Earl. (2006). *Entrepreneurship & Small Business Management*. (First Edition). Glencoe/McGraw-Hill: Woodland Hills, CA.
- Allen, Kathleen and Meyer, Earl. (2006). *Entrepreneurship & Small Business Management Workbook*. (First Edition). Glencoe/McGraw-Hill: Woodland Hills, CA.
- Glencoe(2006). *Business Plan Project Workbook*. (First Edition). Glencoe/McGraw-Hill: Woodland Hills, CA.
- Applied Education Systems. (2008). *Introduction to Business*. (Version A). Applied Educational Systems: Lititz, PA.
- Applied Education Systems. (2008). *Computer Applications*. (Version A). Applied Educational Systems: Lititz, PA.

Indiana Professionals Standards Covered:

- 1.1 Safety is taught as an integral part of the instructional program. (511 IAC 8-2-4(b))
- 1.2 Safety issues are addressed during all phases of program planning and implementation including selection and maintenance of facilities and equipment as well as management of classroom activities.
- 1.3 The Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) standards guide the implementation and maintenance of environmental health and safety features.
- 1.4 Facilities are accessible to all populations and are appropriate for the instructional program being offered.
- 2.1 Advisory committees (general and program area) are organized and meeting as required each school year. (511 IAC 8-2-8)
- 2.2 Advisory committees meet a minimum of twice per year and maintain accurate minutes of each meeting.
- 2.3 Membership includes a balanced representation from business/industry, labor, education, males and females, and advocates for racial and ethnic minorities, and the disabled.
- 2.4 Program advisory committees annually review course standards, curriculum, assessment practices, and resources (including equipment) for appropriateness and effectiveness.
- 3.1 All career and technical education teachers possess a valid teaching license for their teaching assignments under rules adopted by the Indiana Professional Standards Board.
- 3.2 Teachers participate in workshops, conferences, and professional organization activities to remain current in their program area and to meet license renewal requirements.
- 3.3 Teachers demonstrate knowledge of learners in the instructional process.
- 3.4 Teachers demonstrate knowledge of content and instructional resources pertaining to basic skills, the world of work, and the skills and processes of industry.
- 3.5 Teachers create an environment that develops democratic values, risk taking, and a desire for lifelong learning.
- 3.6 Teachers select from a variety of instructional strategies in performance-based learning of subject matter, critical thinking, and problem-solving.
- 3.7 Teachers understand and use a variety of assessment and evaluation strategies to assist learners in their intellectual, social, and physical development.
- 3.8 Teachers reflect on personal practices to improve the effectiveness and quality of learner education.
- 3.9 Teachers foster collaborative relationships with business, industry, and government in order to extend and enrich opportunities for learners.
- 3.10 Teachers work with colleagues and the professional community to improve schools and to advance knowledge in the occupational area.
- 3.11 Teachers foster relationships with families and the local community to achieve common goals for all learners.
- 3.12 Teachers involve the learners in a variety of activities to help them understand the changing workplace as they prepare to enter the workforce.
- 3.13 Teachers prepare learners to meet the competing demands and responsibilities of the workplace.
- 3.14 Teachers assist learners in developing self-awareness and confidence as well as sound personal and social values.
- 4.1 State content standards are used as the foundation for local curriculum development and input from the community is considered during the development process.
- 4.2 Curriculum activities help students apply appropriate English/language arts, mathematics, science, and social studies standards in work-related situations.
- 4.3 Local curriculum emphasizes the technical, academic, and employability skills needed for success.
- 4.4 Curriculum is consistent with available state and national industry certification standards.
- 4.5 Curriculum is aligned with existing postsecondary programs.
- 4.6 Curriculum is connected to available apprenticeship training programs.
- 4.7 A variety of assessment strategies is used to document student achievement.
- 4.8 Each course or program has the resources necessary to implement state standards and local curriculum and to adapt to needs of students.
- 4.9 Career and Technical Student Organization (CTSO) activities enhance the instructional program.

Indiana Professionals Standards Covered (Continued):

- 4.10 Career pathways are used to identify a sequence of courses that includes a rigorous technical core and academic preparation.
- 4.11 Guidance activities are used to help students affirm or adjust career goals.
- 4.12 Sequenced career and technical courses meet the directed elective requirements of the Core 40 curriculum.
- 4.13 Student data is collected to meet state and federal accountability requirements.

Learning Objectives: Students will:

- Effectively present a complete description of a business in the form of a written business plan and effectively present the business plan orally to prospective investors and/or lender.
- Integrate key points that will attract the attention of an investor or lender as appropriate evidence of customer acceptance, appreciation of lender's or investor's needs, evidence of focus, proprietary position into a cohesive business plan.
- Interpret the several components of the business plan in relation to each other and the business plan as a whole and within the industry.
- Prepare an Executive Summary in a form generally accepted by the financial community.
- Prepare a Company/Management plan in a form that is accepted by financial institutions.
- Prepare a Marketing/Sales plan in a form generally accepted by the financial community.
- Prepare an Operations plan in a form generally accepted by the financial community.
- Prepare and complete Financial Projections for a business venture.
- Construct a capital structure and target capital sources appropriate to the business.
- Successfully complete this course by assignments as it relates to the Entrepreneurship Academy Indiana State Standards.
- Enhance their writing skills by completing activities that follow the Indiana State Standards for Writing.
- Understand and apply marketing skills.
- Students will also be able to engage in Academic Integration (Language Arts, Common Core Literacy Standards, and Math) per Perkins and State of Indiana requirements.

Instructional Strategies/Methods

1. Discussion/Questioning
2. Problem Solving
3. Discovery
4. Role Playing/Simulation
5. Case Study
6. Lecture
7. Gaming
8. Group work
9. Job Shadows/Internship
10. Any others you may use in your classroom
11. Peer Mentoring
12. Peer Evaluation
13. Teamwork
14. Self-Assessment/Peer Assessment

Diversity:

It is the policy of the Area Career Center not to discriminate on the basis of race, color, religion, sex, national origin, age or handicap in its programs as required by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI and VII (Civil Rights Act of 1964, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Connie Manous, Director of Special Education
(219) 933-2400 x1081
VBManous@hammond.k12.in.us

Special Needs Learners:

If adaptations or accommodations are needed in the classroom, for transportation, or for emergency procedures because of a disability or medical condition, please inform Mr. Corona as soon as possible.

Assignments:

Entrepreneurship is entirely project-based. A listing of the key projects appears under the class schedule heading.

Grading:

The unadjusted grade scale is as follows:

A+	100% or higher	B-	82%-80%	D	66%-63%
A	99%-93%	C+	79%-77%	D-	62%-60%
A-	92%-90%	C	76%-73%	F	59% and below
B+	89%-87%	C-	72%-70%		
B	86%-83%	D+	69%-67%		

Late work will be accepted at the instructors discretion.

Accreditation and College Credit:

The ACC has contracts with many local colleges that will allow honors-level students to gain college credit while they are at the ACC. Being that this is a new program we are in the process of establishing articulation agreements with several colleges within Indiana as well as Illinois.

Certifications:

The Computer Application Component that you will complete in this program prepares you for the Microsoft Certification. Computer Applications is part of the curriculum for the 2nd year of this program.

Attendance:

This class will abide by the Area Career Center's attendance policy. A summary of which appears below.

A student may have up to 2 unexcused absences (truancies) per 6 week grading period. 3 or more unexcused absences will cause failure for the entire grading period. When a student misses a day, their parent must call the ACC office to report the absence or you must bring a parent note upon return. Parents should call the ACC at 933-2428 x1999 to report an absence. Your home school will not call us; your parent must call the ACC as well! While I am obligated to allow you to make up work from excused absences, I am not required to give makeup work for unexcused absences or suspensions.

Upon returning to school, the student must check in the main office with the attendance person to verify we received notification from your parents or to turn in your note. Excessive unexcused absences will result in you being turned in to the truancy officer and possibly having your drivers license revoked until age 21.

A student is counted tardy if they arrive to class after the bell rings. If the student is less than 10 minutes tardy, they may come to class. If a student is more than 10 minutes tardy, they must first report to the attendance person in the office and they will be given an unexcused absence for the day. As per the ACC rulebook, students who drive or get a ride have no excuses for being tardy. The only excused tardy is if a student's bus is late or if a parent drops the student off late and notifies the office. Students who arrive late from break will also be counted tardy. It is conceivable a student could be counted tardy twice in the same day. In my class, 3 tardies are equal to 1 unexcused absence. Tardies are treated as a minor offense under the discipline policy.

To reward students for excellent attendance, extra consideration will be given for a higher grade for students with perfect attendance for the entire grading period.

Club Memberships and Competitions:

All students will have the option to be enrolled in our DECA organization (a marketing club) for \$13. We will have a regional contest to determine what students will represent our school at the state competition. Students who qualify for the state competition must pay the \$13 membership fee. The state contest will be held in April 2012 in Indianapolis. Winners at the national level have received scholarships and laptops.

Parent Involvement:

Parents are encouraged to take an active role in their child's academics. Any student whose parent(s) or guardians come in for a visit will receive 50 extra credit points for that grading period. This can be repeated each grading period. As your teacher, I will try to notify your parents of your successes as well as your failures.

Also, I will be sending out periodic e-mails that detail what we are doing in class, any field trips, papers that are due, etc. If you would like to receive this e-mail please list your e-mail address at the end of this syllabus. You may of course e-mail me at any time if you have any questions or comments.

Student Expectations:

- **ARRIVE TO CLASS ON TIME**
- **CELL PHONES ARE TURNED OFF OR PUT IN LOCKER**
- **ALWAYS HAVE A PEN, PENCIL AND PAPER WITH YOU**
- **YOU ARE EXPECTED TO RESPECT YOUR CLASSMATES**
- **YOU ARE EXPECTED TO RESPECT YOUR CLASSMATES BELONGINGS**
- **I EXPECT YOU TO RESPECT THE EQUIPMENT IN MY CLASSROOM**
- **I EXPECT YOU TO RESPECT ME AS I RESPECT YOU**
- **YOU ARE EXPECTED TO CONDUCT YOURSELF AS A FUTURE ENTREPRENEUR READING ONESELF FOR EMPLOYMENT OR COLLEGE**
- **BE READY TO WORK ON THE DAY'S ASSIGNMENT**
- **BE PREPARED TO CONTRIBUTE TO BRAINSTORMING SESSIONS**

Class Schedule:

All students are required to complete self-assessment activities.

Year 1:

AES Software: Introduction to Business

Introduction to Business
Microsoft Office Basics
Web Research
Marketing
Economics and Personal Finance
Accounting
Management
International Business
Technology in Business
Business Review

Textbook

Students will complete the first 20 chapters of the following textbook, which includes group readings and vocabulary testing.

Allen, Kathleen and Meyer, Earl. (2006). *Entrepreneurship & Small Business Management*. (First Edition). Glencoe/McGraw-Hill: Woodland Hills, CA.

Students will also be assigned various PowerPoint projects starting with the basics, including the history of early entrepreneurs and entrepreneurship.

Year 2:

AES Software: Computer Applications
Self Assessment Activities

Intro to IT
Using Computers
Ethics
Web Research
Computer Basics I
Computer Bas
IT History
IT In Our Lives
IT Careers
Troubleshooting & Maintenance I
Troubleshooting & Maintenance II
Database Skills
Desktop Publishing Skills
Presentation Skills
Spreadsheet Skills
Word Processing Skills
Integration Skills
Merge Skills

Projects:

Database Project
Desktop Publishing Project
Presentation Project
Word Processing Project

Integrated Projects:

Spreadsheet; Word; & Presentation I
Spreadsheet; Word; & Presentation II
Spreadsheet; Word; & Database

Entrepreneurship Academy Capstone Project and Workplace Internships

Textbook

Students will finish the last chapters from the 1st year from the following textbook before moving on to assigned projects such as the Hammond Area Career Center Newsletter publication, plus other projects to be added.

Allen, Kathleen and Meyer, Earl. (2006). *Entrepreneurship & Small Business Management*. (First Edition). Glencoe/McGraw-Hill: Woodland Hills, CA.

Signatures and Acknowledgment:

I, _____, certify that I understand what is expected of me as
(Print Full Student Name)
a student and will try my best to realize my full potential for the entire 2010-11 school year.

(Student Signature)

(Date)

(Parent Signature)

(Date)