Syllabus

ENTR2040

Entrepreneurship Feasibility Study

2020

Committee Members:
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Facilitator: Renelle Mooney

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

03/23/2020
Chief Academic Officer, Central Community College
03/20/2020
Chief Academic Officer, Little Priest Tribal College
04/01/2020
Chief Academic Officer, Metropolitan Community College
03/20/2020
Chief Academic Officer, Mid-Plains Community College
03/30/2020
Chief Academic Officer, Nebraska Indian Community College
03/20/2020
Chief Academic Officer, Northeast Community College
03/21/2020
Chief Academic Officer, Southeast Community College
03/20/2020
Chief Academic Officer, Western Nebraska Community College
I. CATALOG DESCRIPTION
Course Number: ENTR2040
Course Title: Entrepreneurship Feasibility Study
Prerequisite(s): None

Catalog Description: Students will assess the viability of a business idea to determine if the concept is feasible for business startup, expansion or long term growth. The student will identify and analyze through basic research the present climate to determine current trends for their business idea by completing an industry, target market and competitive analysis. The student will begin to assess the financial needs for the business idea in addition to their own skill, strengths and talents to launch a successful business idea.

Credit Hours: 3.0 semester / 4.5 quarter hours
Contact Hours: 45 hours
Lecture / Classroom Hours . . . . . . . . . . . . . . . . . . . . . . . . 45 hours

II. COURSE OBJECTIVES/COMPETENCIES
Course will:
1) Discuss personal needs, strengths, skills and talents
2) Assess opportunities and trends within the current business environment
3) Demonstrate how to conduct a target market analysis
4) Demonstrate how to conduct a competitive analysis
5) Demonstrate how to conduct an industry analysis
6) Discuss basic financial needs for a business idea

III. STUDENT LEARNING OUTCOMES:
Students will be able to:
1) Assess personal skills, strengths, talents for business ideas
2) Conduct primary and secondary research for a business idea
3) Identify consumer trends which create business opportunities
4) Analyze environmental factors that influence the business idea
5) Assess competition for a business idea
6) Assess target market for a business idea
7) Assess industry related data for industry analysis
8) Identify minimum financial startup identification need
9) Analyze business idea for economic success

IV. COURSE CONTENT/TOPICAL OUTLINE
Unit 1
a) Personal assessment
b) Identify which business ideas are feasible

Unit 2
a) Identify ideas for small business products and/or services
Identify and discuss significant changes and trends which create business opportunities
Unit 3
a) Conduct a basic market analysis including a competitive scan and customer identification research relevant industry trends
b) Identify startup financial need

V. INSTRUCTIONAL MATERIALS
Recommended text(s):
Clifton Strengths for Students; Gallup
Builder Profile 10: Gallup
Entrepreneurial StrengthsFinders Assessment, Clifton and Badal, Gallup
The E Myth Revisited, by Michael E. Gerber
Successful Business Plan by Rhonda Abrahm, PrintShop
Successful Business Research by Rhonda Abrams, PrintShop
All In Startup, Launching a New Idea When Everything is on the Line, Kander, John Wiley & Sons

Supplements:
Entrepreneur Magazine
Fast Company Magazine
Small Business Toolkit – SBA
Business Planning & Financial Templates at score.org
Small Business Toolkit at sba.gov
Ink
Forbes
Open for Business

VI. METHODS OF PRESENTATION (can vary per instructor)
a) Explanation and/or lecture
b) Video presentation
c) Student reports
d) Role play
e) Guest speaker
f) Small group activities
g) Discussion
h) PowerPoint presentation
i) Field trips
j) Internet activities

VII. METHODS OF EVALUATION
a) Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, presentations, projects, papers, and/or a portfolio.
b) Instructors will distribute and discuss the evaluation process and his/her grading policies with the students at the beginning of the term.
VIII. INSTITUTIONAL DEFINED SECTION
   a) It is important for students to check requirements at the transfer institution they plan to attend.
   b) Other requirements as determined by instructor/college.