



Adventist International Institute of Advanced Studies
Graduate School, Business Department
Course Outline
BUAD 624 Entrepreneurship

Professor: Kenneth P. Swansi, MBA, MPhil. PhD
Classroom: AIAS Graduate School, Room 13
Time: 8:00-11:00 a.m., June 15-August 06, 2009
Office: Graduate School, Room 2
Office Hours: Course related work 10:00-12:00 TTh;
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Course Description

The description of the course as it appears in the current Bulletin.

Perspective and Focus of the Course (Optional)

A statement about the perspective or orientation given by the teacher to the course content, and an introduction as to what the course is mainly about.

Contribution to the Goals of the Program/Department

Briefly indicate the contribution of this course to the program/departmental goals.

Objectives/Outcomes of the Course

Goals or general objectives should cover the entire course. Consider the following:

- Write student-centered objectives ("Student will analyze..." not "Teacher will explain...")
- Include reasonably achievable objectives.
- Develop product-focused objectives.
- Attempt to cover not only cognitive but also affective objectives (i.e., "Students will develop appreciation for ...").
- The integration of faith and learning should be reflected in the objectives.
- Measurable, outcomes-oriented statements are helpful in guiding assessment.
- The Asian/International focus of AIAS and the Graduate School can be also revealed throughout the goals/objectives.

By the end of this course, students will (be able to):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Methodology

Mention of teaching strategies helps learners to be better prepared for the learning experience. List the major types of methodology/activities to be used throughout the course: lecture, discussion, group work, individual research, interaction with electronic and print resources, projects, field trips, etc. It is also important to clarify the extent of the number of credits. That is, for each contact hour, students are expected to spend at least an additional two hours reading, studying, completing assignments, developing projects, etc.

Course Requirements

A. Class Attendance

(Sample statement) Campus policy on attendance will be applied. All students are expected to attend all classes. Emergencies may occur and absences will be accepted up to 15% of the contact hours for a given course (AIIAS Bulletin).

B. General Criteria for Written Assignments

(Sample statement) All written assignments for this class must be submitted at the beginning of the class period. These assignments are to be typed, double-spaced, with a minimum of errors, and in APA format. Assignments which do not meet these criteria will not be accepted. Papers will be examined for:

- Evidence of a genuine spirit of inquiry
- Depth of analysis
- Synthesis of fundamental concepts
- Adequacy of sources: quantity, quality, variety, balance
- Clarity as to what material is borrowed and what is your original idea
- Logical reasoning
- Courage to share personal convictions
- Organization, form, grammar, mechanics, etc.

C. Academic Integrity (as voted by the faculty, March, 2010)

It is assumed that a completed assignment is the work of the person whose name appears on the paper, created for that specific purpose. It is expected that assignments will also contain ideas gleaned from other sources, or even quoted text. You must be completely honest in all work presented or submitted by giving due credit to such sources. Proper referencing is required for ALL assignments regardless of length.

Academic dishonesty includes behaviors such as cheating, plagiarism, collusion, the submission of materials written by someone other than yourself, giving or receiving information inappropriately during an exam, or any act designed misrepresent a student's actual learning (see the Academic Bulletin for the AIIAS Code of Academic Integrity).

AIIAS is committed to the highest principles of honesty, trust, and accountability. Because academic dishonesty undermines student learning, it is subject to serious disciplinary action. Persons involved in academic dishonesty will be disciplined in accordance with the established AIIAS policies and procedures, which include loss of marks, failing grades, and suspension or expulsion.

D. Evaluation

(Explanation) A breakdown of grading should be included, showing the weight of different assignments as they contribute to the overall course grade, as well as explicit information

on the method of evaluation. To be fair to the multiple learning styles found in our classes, and in order to contribute to the validity of the process, it is highly recommended to use a variety of components for the final evaluation--written reports, oral reports, quizzes, participation, homework, interview, examination, etc. No fewer than three evaluation items should make up the final grade for any course.

The breakdown of grading for this course is as follows:

Activity 1	XX%
Activity 2	XX%
Activity 3	XX%
<u>Activity 4</u>	<u>XX%</u>
	100%

E. Grading Standards

The grading system employed by AIAS is based on a four-point scale, as follows:

Percent	Letter Grade	Performance Description	Acceptability	Quality Points
93–100%	A	Outstanding		4.00
90-92%	A–	Excellent		3.67
87–89%	B+	Above average		3.33
83–86%	B	Average		3.00
80–82%	B–	Below average		2.67
77–79%	C+	Weak	Unacceptable to meet requirements towards a doctoral degree* but acceptable for a master's level program.	2.33
73–76%	C			2.00
70–72%	C–	Poor	Unacceptable to meet requirements toward any degree, but acceptable in a non-degree program.	1.67
60–69%	D			1.00
< 60%	F	Failing	Does not count toward graduation requirements for any degree or certificate.	0.00

**The EdS and MTh use the same grading standards as doctoral programs.*

Textbooks

Assigned Textbooks or any assigned reading list should be clearly listed.

Reference List

(Explanation) Include a full list of recommended sources to allow motivated students to examine the material and expand their resources. For this reason, it is desirable to form a comprehensive and detailed bibliography, including the classical literature of the given course, as well as a majority of entries within the last five years, including pertinent web sites. If the list is large, it is helpful to divide the entries into sections or topics. Reference entries should follow APA format and, when possible, include Library call numbers used to facilitate the student's work.

*Approved by faculty: September 9, 1998
Revised: July 4, 2001
Further revised October 13, 2003
Revised May, 2010*

Schedule of Activities

Class/Date	Topic	Readings	Activities/Homework
1. Mon Jan. 11			
2. Wed Jan. 13			
3. Mon Jan. 18			
4. Wed Jan. 20			
5. Mon Jan. 25			
6. Wed Jan. 27			
7. Mon Feb. 1			
8. Wed Feb. 3			
9. Mon Feb. 8			
10. Wed Feb. 10			
11. Mon Feb. 15			
12. Wed Feb. 17			
13. Mon Feb. 22			
14. Wed Feb. 24			
15. Mon Mar. 1			
16. Wed Mar. 3			