Abilene Christian University

Application for a New Course v7.3

Course ID *Subject and Number*	MGMT 430
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Jim Litton
2	Course Teacher	Jim Litton
3	Course Title	Entrepreneurial Venture Management
4	Course Abbreviation (if title is over 30 characters)	Entrepreneurial Venture Mgmt
5	College	College of Business Administration
6	Department	Management Sciences
7	Number of Credit Hours	3 hours
8	Is the course Fixed Credit or Variable Credit?	Fixed credit
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	N/A
11	Maximum number of hours credit	3 hours
12	Explanation for variable credit	N/A
13a	Course contact hours - LEC	3 hours
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	_X_ Standard ___ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30 students per section
17	**Catalog Description** (50 words or less)	Focuses on the challenges of managing an entrepreneurial enterprise effectively throughout the launch and growth phases of a venture. Students will learn the importance of developing and implementing systems and processes in such areas as operations, human resources and

		legal issues.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	MGMT 305 with a grade of "C" or higher.
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
21	Does this course have any special student costs? Yes/No *Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.*	No
22	How often will it be offered? **Fall**	Yes
23a	How often will it be offered? **Spring**	No
23b	How often will it be offered? **Summer**	No
23c	How often will it be offered? **Fall**	Yes
24	Frequency?	1 section in the fall semester
25	First semester this course will be offered *New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.*	Fall 2012
26	List course/s that should be deleted, include the last semester for course/s being deleted *A course cannot be deleted when it is a requirement in a degree plan in any department.*	N/A
27	Is this course required for a degree/s? Yes/No *If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.*	No
28	Has this course been offered as a Special Topics course? Yes/No *If "Yes," specify the Course ID and enrollment for each term it was taught.*	Yes. This course was offered in Spring 2011 and taught by Mr. Jim Porter with a final enrollment of 14 students. The official course title was MGMT 440: Real Cases in Entrepreneurship and Philanthropy. We have updated the course title to be consistent with other new courses related to entrepreneurship.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) *Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.*	N/A

II. Curriculum

1	**Degree Plan** Explanation of how this course affects degree requirements.	This new course will be an optional course that counts as an advanced credit for COBA majors.
2	**Justification** State the justification for adding this course to the current curriculum. Represent the need	See Appendix C.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course is designed for ACU students with a significant interest in entrepreneurship. The course is targeted towards senior-level students, and builds on the introductory entrepreneurship course (MGMT 305). Accordingly, a grade of "C" or better in MGMT 305 is a prerequisite for this course.
2	State the overarching course goal(s) in performance terms.	The course is interactive in nature and will require students to work hard, both individually and in groups. Students pursuing a degree from the College of Business must earn a grade of "C" or better in the course.

2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate critical thinking and analytical skills applied in various entrepreneurial contexts.	Case studies (written analysis and class discussion), written exams
2	Demonstrate understanding of the concepts, tools, and practices common to the launch and growth stages of an entrepreneurial venture.	Case studies (written analysis and class discussion), written exams, class discussion board
3	Communicate effectively with investors, customers, and other stakeholders.	Case studies (class discussion)

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
    a. full publication information; label **Undergraduate**.
    b. full publication information; label **Graduate**. Indicate number of pages required.

The course will use a collection of cases, notes and articles from the Acton Foundation and Harvard Publishing. A full list of the readings is included as Appendix E and reflected in the course schedule included in the syllabus accompanying this application.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

Supporting Documentation	Location
Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. **Attach** the signed copy of the library director's report.	Appendix A
Instructional Design — The application and syllabus must be reviewed by the Adams Center. **Attach** a copy of the Adams Center Review Letter.	Appendix B
Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. **Attach** degree plan signed by the Director of Curriculum.	N/A
Content Overlap — Include one document for each course you listed in Section I-I. **Attach** statement from instructor/dept chair of existing course justifying the new offering.	N/A
Departmental Resources — List the resources that support the course and are available only through the department, if applicable. **Attach** the list of the holdings and the location/s.	N/A
Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). **Attach** a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.	N/A
Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). **Attach** a complete list of all items, the estimated cost of each and the source of the funds.	N/A
Justification — **Attach** all documents referred to in Section II-2	Appendix C
Syllabus — **Attach** the syllabus for the course based upon the anticipated first-semester offering.	Appendix D
Provide documentation for all additional attachments here	Appendix E

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Dan Pope
Department Chair

4-13-12
Date

Monty L Lynn
Dean of the College

4/13/12
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: MGMT 430

Course Title: Entrepreneurial Venture Management

1. **College Academic Council Action**: (for all courses)
   Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ✓ Denied___ David Perkins 4-13-12
College Dean or Director Date

Approved ___ Denied___ ______________________ ________
College Dean or Director Date

2. **Graduate Council Action**: (for graduate level courses)

Approved ___ Denied ___ ______________________ ________
Dean of Graduate School Date

3. **University Undergraduate Academic Council Action**:
   For undergraduate level courses only

Approved ___ Denied ___ ______________________ ________
Associate Provost Date

4. **University General Education Council Action**: (when applicable)

Approved ___ Denied ___ ______________________ ________
Provost or designee Date

5. **University Budget Committee Action**: (when applicable)
When applicable – see New Course Application Instructions

Approved ___ Denied ___ ______________________ ________
Chair, University Budget Committee Date

6. **Academic Provost Action**: (for all courses)

Approved ___ Denied ___ ______________________ ________
Provost Date

7. **President of the University Action**: (for all courses)

Approved ___ Denied ___ ______________________ ________
President Date

Attach notes, comments, or conditions from appropriate councils:

APPENDIX A

Library Report
(attached hereto)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 10, 2012

TO: Jim Litton

FROM: Mark McCallon, Associate Dean for Library Resources

RE: Course Application for MGMT 430 – Managing the Entrepreneurial Venture

After reviewing the course application, the library is able to support the proposed course. Thank you for letting us examine the course proposal and syllabus.

APPENDIX B

Adams Center Report
(attached hereto)

APPENDIX C

Justification for MGMT 430

Entrepreneurship has been one of the fastest growing areas of study in higher education over the past 10-15 years. Entrepreneurship curricula are also common among the colleges and universities with which ACU competes and looks to in various comparison groups. See below for descriptions of similar courses offered at some of ACU's peer and aspirational universities.
As a result of the demand among students and the offerings in entrepreneurship among other business programs, it is beneficial for ACU, COBA and our students to increase the course offerings in this area.

Course Descriptions from peer and aspirational universities
TCU
40123 MANAGING THE EMERGING VENTURE. 3 hours.
PREREQUISITES: ACCT 20153, ACCT 20163, MARK 30153, and MANA 30153 WITH A GRADE > "C". MUST BE A BUSINESS MAJOR.
Includes coverage of aspects involved in operating a small business including accounting, financial controls, management and human resource practices, marketing and customer development, production, service level quality, and legal issues.

Belmont University
ETP 3400. Venture Management (3). Prerequisite: ETP 3000.
Entrepreneurs need to develop basic systems and processes for their businesses as they start-up and begin to grow. This course examines how entrepreneurs effectively develop control processes and human resource systems. There are a variety of legal issues that entrepreneurs face related to the launch and growth of their ventures. Students learn to apply these legal issues to new and growing ventures. Finally, students will explore how the entrepreneur begins the transformation from running the business alone to building a professionalized organization.

Lipscomb University
ENT 4453 Managing the Entrepreneurial Enterprise - SP, SU
This course focuses on the business processes that an entrepreneurial enterprise needs to implement at start up and on the approach to maturing these processes as the enterprise grows. The course emphasizes human resources processes and surveys legal, operations, technology, and services processes that a successful firm must practice. Students will explore which human resources should be employees of the firm and which the firm should outsource, will understand various approaches to compensation and employee organization, and will be able to determine the appropriate legal structure for an entrepreneurial venture. At the end of the course, they will develop an organizational plan for a growing firm through its firm's three years of existence.
Prerequisite: ENT 3503 or LJS 3513.

APPENDIX D

Course Syllabus
(attached hereto)

MGMT 430
ENTREPRENEURIAL VENTURE MANAGEMENT
SYLLABUS - FALL 2012
MW 3:30 - 4:50, COBA ROOM 316, 3 CREDIT HOURS

GRIGGS CENTER
FOR ENTREPRENEURSHIP & PHILANTHROPY

To educate students for Christian service and leadership throughout the world. (ACU Mission)

To glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of business students, and educates them for Christian service and leadership throughout the world. (ACU COBA Mission)

Professor's Contact Information

Professor:	Jim Litton, J.D., M.B.A. Director, Griggs Center for Entrepreneurship & Philanthropy Assistant Professor of Entrepreneurship
Phone:	325.674.2210
Email:	jim.litton@acu.edu (easiest way to reach me)
Office:	COBA # 260
Office Hours:	Tuesday from 1:30 pm – 4:00 pm, or by appointment

Course Description (from ACU Course Catalog)

This course focuses on the challenges of effectively managing an entrepreneurial enterprise throughout the launch and growth phases of the business. Students will learn the importance of developing and implementing systems and processes in such areas as operations, human resources, legal issues and more.

About the Course

Managing a start-up company through the early years is difficult and presents a different context than established firms, both large and small. This course is designed to help students investigate the different decisions start-up companies are faced with regarding systems, processes and management strategies. This course is designed for all ACU students with an interest in entrepreneurship, regardless of a student's major or field of study. It is designed assuming you have completed MGMT 305: Foundations of Entrepreneurship.

This course will be interactive in nature and require you to work hard, both individually and in groups. You will be responsible for case study preparation, completing assigned readings, and other deliverables that are described elsewhere in this syllabus. Class sessions will involve some lectures but a majority of the class sessions will involve discussions of case studies. High performance in this course requires participation and preparation in all aspects of the course.

Prerequisites

Students must have completed MGMT 305: Foundations of Entrepreneurship with a grade of "C" or better.

Course Objectives

The primary learning objectives of this course are listed below along with the assignments used to assess your achievement of each objective.

Objective	Related Assignment(s)
Demonstrate critical thinking and analytical skills applied in various entrepreneurial contexts.	Case studies (written analysis and class discussion), written exams
Demonstrate understanding of the concepts, tools, and practices common to the launch and growth stages of an entrepreneurial venture.	Case studies (written analysis and class discussion), written exams, class discussion board
Communicate effectively with investors, customers, and other stakeholders.	Case studies (class discussion)

Course Materials

A collection of case studies and articles from Harvard Business School (HBS) and the Acton Foundation will be used in this course. The materials from the Acton Foundation will be made available free of charge on Blackboard. The HBS materials may be purchased online by following instructions posted on Blackboard. Additional readings may also be posted on Blackboard.

Grades and Assignments

All grades will be given on a 100 point scale. Final grades will be determined as follows: A = 90 or higher; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = below 60.

While I am happy to discuss any grade that you receive, please note that you must wait **48 hours** before talking with me about your grade on a particular assignment.

Class assignments and the percentage of the final grade represented by each assignment are listed below. Detailed descriptions of the assignments are included later in this syllabus.

Assignment	Individual / Group	Percentage of Final Grade
Class Discussion Board	Individual / Group	10%
Mid-Term Exam	Individual	15%
Final Exam	Individual	25%
Case Studies	Individual / Group	50%

Extra Learning Opportunities

Students may earn additional points toward grades for certain assignments by being an active member of ACU's chapter of the Collegiate Entrepreneurs' Organization. Please see the instructions posted on Blackboard for additional information regarding this opportunity, including guidelines regarding what actions students must take to be considered an "active" member.

Attendance Policy

Given the heavy emphasis on case studies and in-class discussion, class attendance and participation are extremely important. You cannot participate if you are absent and therefore should plan on attending every class. **Please notify me at least 24 hours in advance if you know that you will miss a class session.**

After your third unexcused absence from class, your final grade will be reduced as follows:

- 5th Unexcused Absence: 5-point deduction from final grade
- 6th Unexcused Absence: Additional 5-point deduction from final grade (10 total points)
- 7th Unexcused Absence: **You will be dropped from the course**

Absences will also have an impact on your case study grade. Please review the grading rubric posted on Blackboard for more information.

Please note that being late to class three (3) times will be considered one (1) unexcused absence.

Academic Accommodations

If you have a documented disability and want to request academic accommodations, contact the ACU Student Disability Services Office (a part of Alpha Academic Services). To receive accommodations you must be registered with Disability Services and complete a specific request for individual classes. Call 325.674.2667 for an appointment with the Director of Disability Services.

COBA Honor Code

Objective
COBA faculty, staff and students will strive to proclaim in their lives competence, character and community. In joining COBA, students, faculty, and staff covenant to abide by the following ethical principles.

Competence
To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.

Character

A reputation of good character is built slowly through testing, yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. "A good name is more desirable than great riches; to be esteemed is better than silver or gold" (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.

Community

A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand, respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

Academic Integrity Policy

We support ACU's Academic Integrity Policy located at:
http://www.acu.edu/campusoffices/studentlife/judicial/Documents/Acad_Integ_Policy_20.pdf

This important policy offers examples of academic infractions and a process for assigning consequences and voicing appeals. Ignorance of this policy is never an excuse. Individual instructors will define course specific definitions, however, in general you should avoid:

- Plagiarism: Copying or even paraphrasing words or ideas from another source (including current or past students) without giving adequate credit.
- Lying: Inventing data or sources or making false attributions about the origin of material or offering a deceptive reason for an absence or delay in the completion of academic work.
- Cheating: Facilitating or participating in any process that circumvents the intent of any exam, test, quiz, paper, or assignment.

Any dishonest act observed or reported will be investigated and if proven, be reported in administrative offices and records, and may be subject to any or all of the following outcomes based on severity:

- A zero for the assigned work
- A failing grade for the course
- Dismissal from the university

Late Work

Deadlines are important. Assignments should be submitted as instructed before the start of class. **Assignments related to the class discussion board, case studies, mid-term exam, and final exam will not be accepted late.** Please note if an assignment is due at the start of class (*e.g.*, 2:00) it would be considered late if a student arrived to class late (*e.g.*, 2:30) and submitted the assignment.

Description of Assignments

The following are summaries of each graded assignment for the course. Grading rubrics and/or criteria used for evaluation will be posted on Blackboard. Please see the course schedule in this syllabus for the submission deadlines for each assignment.

Case Studies (50% of Final Grade)

This course uses cases as an important tool for learning since understanding of entrepreneurship is greatly aided by role modeling and pattern recognition. The cases used in the course will put you in the shoes of different entrepreneurs and force you to make decisions based on the information in the case. Additional details about the required preparation and in-class discussion process are included elsewhere in this syllabus.

Class Discussion Board (10% of Final Grade)

The class will maintain a discussion board with weekly entries made by each student. The blog will include at least one entry each week in response to assigned readings, in-class interviews, and/or exercises. Additional information about how to access the class discussion board can be found on Blackboard.

Mid-Term and Final Exams (15% and 25% of Final Grade)

The mid-term and final exams will consist of written assessments of the concepts covered during the course, in particular those covered in the assigned readings and in-class lectures. The exams will include various types of questions, including multiple choice, short answer and brief case questions. Please consult the course schedule included elsewhere in this syllabus for the date and time of each exam.

Case Study Preparation

To be effective all cases require you to prepare carefully before class and participate fully in class. A lack of preparation not only impacts an individual student's learning, but the learning experience of the entire class. Accordingly, the following process is designed to ensure adequate preparation prior to the in-class discussion of case studies:

- For each case study, students will be required to submit a one-page, written analysis of the decision facing the entrepreneur in the case. This written analysis must be completed on an individual basis and submitted prior to the beginning of class each Monday.

- Students are encouraged to participate in a study group session with other students to prepare for the case discussion during our class session on Wednesdays. Study groups must register with the professor and report the date and time of their study sessions.
- We will then discuss each case as a class during the designated class session.

Please review the grading rubric for case studies posted on Blackboard for more information.

Case Study Discussion

During our case discussions, we will adhere to the discussion process described in the "Rules of Engagement for Case Discussion" published by the Acton Foundation. A copy of the document is posted on Blackboard.

Please remember that quality is more important than quantity in our case discussions. Quality comments are those that move the case discussion forward by:

◊ Revealing important issues,
◊ Bringing us closer to some type of decision,
◊ Making decisions that are well thought-out, logical, and rational,
◊ Offering opinions that are well thought-out, logical, and rational; and
◊ Debating or challenging your peers without personal attack.

There is no one way to effectively analyze a case. However, I cannot emphasize too strongly how important it is that you particpate in our case discussions. Class participation not only heightens knowledge absorption it also provides valuable "entrepreneurial exercise" time where you will use entrepreneurial thinking and decision making.

Course Schedule

This schedule is subject to change. It is your responsibility to consult Blackboard on a regular basis for updates regarding daily class preparation, cases, readings, and assignments.

Date	Topic/Case Study	Additional Readings	Written Assignment Due
Aug. 27 (Mon.)	• Course Introduction	▪ Syllabus	▪ N/A
Aug. 29 (Wed.)	▪ Case Study: Andrew Zenoff (Babson)	▪ Gathering Resources and Launch Course Introduction (Acton) ▪ The Launch Framework (Acton)	▪ Syllabus Quiz ▪ Course Contract ▪ Individual Case Analysis (Andrew Zenoff) ▪ Discussion Board Post (due Friday at 5:00)
Sep. 3 (Mon.)	▪ Legal Issues for Start-ups	▪ Organizing the Enterprise: Which Form is Best for You? (HBS)	▪ N/A
Sep. 5 (Wed.)	▪ Case Study: SuperCat Powerboats (HBS)	▪ N/A	▪ Team Case Analysis (SuperCat Powerboats) ▪ Discussion Board Post (due Friday at 5:00)
Sep. 10 (Mon.)	▪ Bootstrapping ▪ Attracting Funding Sources	▪ New Venture Financing (HBS) ▪ Note on Attracting Stakeholders (HBS)	▪ N/A
Sep. 12 (Wed.)	▪ Case Study: Steven B. Belkin (HBS)	▪ N/A	▪ Individual Case Analysis (Steven B. Belkin) ▪ Discussion Board Post (due Friday at 5:00)

Date	Topic/Case Study	Additional Readings	Written Assignment Due
Sep. 17 (Mon.)	▪ Building the Founding Team ▪ Negotiating Who Has Control With Founders and Investors	▪ Control Issues (Acton)	▪ N/A
Sep. 19 (Wed.)	▪ Case Study: Stamp Plus (A) (Acton)	▪ N/A	▪ Team Case Analysis (Stamps Plus (A)) ▪ Discussion Board Post (due Friday at 5:00)
Oct. 24 (Mon.)	▪ Recruiting and Managing Employees ▪ Developing Incentives for Your Employees	▪ Note on Compensation (Acton) ▪ Deals: Making the Pie Bigger (Acton)	▪ N/A
Sep. 26 (Wed.)	▪ Case Study: Universal Robotics Corporation (HBS)	▪ N/A	▪ Individual Case Analysis (Universal Robotics Corporation) ▪ Discussion Board Post (due Friday at 5:00)
Oct. 1 (Mon.)	▪ Transition from Solo Business to Larger Enterprise	▪ Delegation: Gaining Time for Yourself (HBS) ▪ Who's Got the Monkey (HBS)	▪ N/A
Oct. 3 (Wed.)	▪ Case Study: Ockham Technologies: Lining on the Razor's Edge (HBS)	▪ N/A	▪ Team Case Analysis (Ockham Technologies) ▪ Discussion Board Post (due Friday at 5:00)

Date	Topic/Case Study	Additional Readings	Written Assignment Due
Oct. 8 (Mon.)	▪ Entrepreneur Panel: Surviving the Launch Years	▪ N/A	▪ N/A
Oct. 10 (Wed.)	▪ *Mid-Term Exam*		
Oct. 15 (Mon.)	▪ Strategies for Investor Relations	▪ TBA	▪ N/A
Oct. 17 (Wed.)	▪ Case Study: Explo Leisure Products (HBS)	▪ N/A	▪ Individual Case Analysis (Explo Leisure Products) ▪ Discussion Board Post (due Friday at 5:00)
Oct. 22 (Mon.)	▪ Managing Growth	▪ A Note on Managing the Growing Venture (HBS) ▪ So Much to Do, So Little Time (Acton) ▪ The Strategic Power of Saying No (HBS)	▪ N/A
Oct. 24 (Wed.)	▪ Case Study: Fabtek (A) (HBS)	▪ N/A	▪ Team Case Analysis (Fabtek (A)) ▪ Discussion Board Post (due Friday at 5:00)

Date	Topic/Case Study	Additional Readings	Written Assignment Due
Oct. 29 (Mon.)	▪ How Fast Should You Grow?	▪ Stages of Growth: Conveyor Belts and Funnels (Acton) ▪ Growth Assets & Barriers (Acton) ▪ Levers of Control (Acton)	▪ N/A
Oct. 31 (Wed.)	▪ Case Study: Boston Duck Tours (HBS)	▪ N/A	▪ Individual Case Analysis (Boston Duck Tour) ▪ Discussion Board Post (due Friday at 5:00)
Nov. 5 (Mon.)	▪ Franchising	▪ Franchising, When a Business's Product is Itself (Acton) ▪ How Fast Can Your Company Afford to Grow? (HBR)	▪ N/A
Nov. 7 (Wed.)	▪ Case Study: Noodles & Company (HBS)	▪ N/A	▪ Team Case Analysis (Noodles & Company) ▪ Discussion Board Post (due Friday at 5:00)
Nov. 12 (Mon.)	▪ Managing Human Capital in Growing Enterprises	▪ Managing Transitions in the Growing Enterprise (HBS) ▪ Real Work (HBS)	▪ N/A
Nov. 14 (Wed.)	▪ Case Study: Bayside Controls Inc. (HBS)	▪ N/A	▪ Individual Case Analysis (Bayside Controls) ▪ Discussion Board Post (due Friday at 5:00)

Date	Topic/Case Study	Additional Readings	Written Assignment Due
Nov. 19 (Mon.)	▪ Entrepreneur Panel: Transitioning to Leader of Growing Venture	▪ N/A	▪ N/A
Nov. 21 (Wed.)	▪ *Thanksgiving Holiday*		
Nov. 26 (Mon.)	▪ Exiting a Business	▪ The Harvest Framework (Acton)	▪ N/A
Nov. 28 (Wed.)	▪ Case Study: Davis Boatworks (HBS)	▪ N/A	▪ Individual Case Analysis (Davis Boatworks) ▪ Discussion Board Post (due Friday at 5:00)
Dec. 3 (Mon.)	▪ Entrepreneur Panel: The Power of Giving Back	▪ N/A	▪ N/A
Dec. 5 (Wed.)	▪ Course Wrap-up	▪ N/A	▪ Discussion Board Post (due Friday at 5:00)
Dec. 13 (Thur.)	▪ *Final Exam from 1:30 pm – 3:30 pm*		

APPENDIX E

List of Course Readings

Harvard Publishing

- Organizing the Enterprise: Which Form is Best for You?
- New Venture Financing
- Note on Attracting Stakeholders
- Delegation: Gaining Time for Yourself
- Who's Got the Monkey
- A Note on Managing the Growing Venture
- The Strategic Power of Saying No
- How Fast Can Your Company Afford to Grow?
- Managing Transitions in the Growing Enterprise
- Real Work
- Andrew Zenoff (Case Study)
- SuperCat Powerboats (Case Study)
- Steven B. Belkin (Case Study)
- Universal Robotics Corporation (Case Study)
- Ockham Technologies: Lining on the Razor's Edge (Case Study)
- Explo Leisure Products (Case Study)
- Fabtek (A) (Case Study)
- Boston Duck Tours (Case Study)
- Noodles & Company (Case Study)
- Bayside Controls Inc. (Case Study)
- Davis Boatworks (Case Study)

Acton Foundation for Educational Excellence

- The Ultimate FIT Framework
- Stamp Plus (A)
- Gathering Resources and Launch Course Introduction
- The Launch Framework
- Note on Compensation
- Deals: Making the Pie Bigger
- So Much to Do, So Little Time
- Stages of Growth: Conveyor Belts and Funnels
- Growth Assets & Barriers
- Levers of Control
- Franchising, When a Business's Product is Itself
- The Harvest Framework