

Application for a New Course v7.3

Course ID <i>Subject and Number</i>	MGMT 305
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	Foundations of Entrepreneurship
4	Course Abbreviation (if title is over 30 characters)	Foundations of Entrepreneurship
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):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30 students per section

17	Catalog Description (50 words or less)	Introduces students to the entrepreneurial process. Students will examine entrepreneurship as a calling in their life and career and assess their own aspirations and skills as they relate to entrepreneurship. The course also includes a focus on opportunity recognition and evaluation.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Sophomore standing and GPA of 2.5 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 <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	Yes
23a	How often will it be offered? Spring	Yes
23b	How often will it be offered? Summer	No
23c	How often will it be offered? Fall	Yes
24	Frequency?	1 section per semester
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2012
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	N/A
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	No. However, as of Fall 2012, the course will be included in a menu that Management majors in the College of Business may take to satisfy a required 12 hours in Advanced Business Topics. A revised degree plan is attached as Appendix C.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes. This course was offered as MGMT 340 in Fall 2011 under the title "Beginning the Entrepreneurial Journey" with six students enrolled at the end of the course. It was offered again in two sections of MGMT 340 in Spring 2012 under the title "Introduction to Entrepreneurship" with a total of 31 students.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	See response to Section I-27 and Appendix C.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	See Appendix D.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course is designed for all ACU students with an interest in entrepreneurship, regardless of a student's major or field of study. The course is targeted towards sophomore and junior-level students. The course does not include any prerequisite courses as it is an introductory course. The class standing and GPA prerequisites are intended to ensure students have sufficient experience and ability to complete the 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	Engage in entrepreneurial thinking and demonstrate critical thinking and analytical skills applied in various entrepreneurial contexts.	Case studies (written analysis and class discussion), written exams
2	Examine personal views, attitudes and expectations to enhance self-awareness regarding a student's capacity to pursue entrepreneurship in his or her career and life.	Weekly discussion posts, entrepreneur interview
3	Examine and reflect on views and attitudes related to wealth and philanthropy.	Weekly discussion posts, entrepreneur interview
4	Demonstrate an ability to recognize and evaluate opportunities for new ventures.	Concept journal (<i>i.e.</i> , individual journal of potential venture concepts recognized by the student throughout the semester)
5	Investigate the concepts, tools, and practices common to the early stages of the entrepreneurial process.	Case studies (written analysis and class discussion), written exams
6	Develop an ability to communicate with investors, customers, and other stakeholders	Case studies (class discussion), oral presentation of concept journal

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 F 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.	Appendix C
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 D
Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.	Appendix E
Provide documentation for all additional attachments here	Appendix F

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

guy
Department Chair

4-13-12
Date

Monty L. Ly
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 305

Course Title: Foundations of Entrepreneurship

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
College Dean or Director

4-13-12
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 305 – Foundations of Entrepreneurship

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

Summary of Planned Changes in Management Major

The proposed new course, MGMT 305, is part of a broader plan to enhance and add depth to entrepreneurship as a field of study in the College of Business. For the Management degree plan, this new course will replace MGMT 432 as one of the elective courses students may take to fulfill a 12-hour requirement in Advanced Business Courses. Given that MGMT 305 will be a prerequisite for MGMT 432, we feel this change is appropriate.

The following Management degree plan (MGMT) reflects the insertion of MGMT 305 and removal of MGMT 432. The required signature of a representative of the Registrar's office is included immediately following this revised MGMT degree plan.

Management (BBA)

Business

- | | |
|--|------------------------|
| • ACCT 210 Financial Accounting | 3 hours |
| • BUSA 120 Introduction to Business | 3 hours |
| • ECON 260 Macroeconomics | (3 hours) ¹ |
| • ECON 261 Microeconomics | 3 hours |
| • FIN 310 Financial Management | 3 hours |
| • IS 322 Business Statistics | 3 hours |
| • MGMT 330 Management and Organizational Behavior | 3 hours |
| • MGMT 331 Operations Management | 3 hours |
| • MGMT 439 Strategic Management (writing-intensive course) | 3 hours |
| • MKTG 320 Principles of Marketing | 3 hours |
| • Choose one: BUSA 419, FIN 419, MKTG 419 | 3 hours |

Mathematics

- | | |
|--|------------------------|
| • Choose one: MATH 130, 131, 185, or 186 | (3 hours) ¹ |
|--|------------------------|

TOTAL

30 hours

¹Hours (in parenthesis) may also fulfill university requirements and are not included in total major hours.

MANAGEMENT CORE

- | | |
|--|----------|
| • ACCT 211 Managerial Accounting or ACCT 302 Cost Accounting I | 3 hours |
| • BLAW 363 Legal Environment of Business | 3 hours |
| • IS 324 Management Information Systems | 3 hours |
| • MGMT 345 Introduction to Management Science | 3 hours |
| • Choose four courses: Advanced business selections | 12 hours |

MGMT 305

MGMT 332
MGMT 342 or 452
BUSA 435 or MGMT 335
MGMT 432
MGMT 499

TOTAL

24 hours

MANAGEMENT EMPHASES (CHOOSE ONE)**Business Leadership (BL)**

Choose two or three courses: (3 hours may meet MGMT core).

(3)/6 hours

BUSA 435 Christian Business Leadership Perspectives

MGMT 335 Leadership in Organizations

MGMT 459 Project Management

Choose zero or one courses:

COMS 421 Leadership and Communication

PSYC 388 Teams and Team Leadership

0-3 hours

Total**6 hours****Human Resource Management (HR)**

MGMT 332 Human Resources Management (may meet MGMT Core)

3 hours

Choose two courses:

MGMT 337 Safety, Health and Security

MGMT 373 Employee Planning, Recruitment and Selection

MGMT 375 Employee and Labor Relations

MGMT 447 Compensation and Benefits Management

6 hours

Total**6 hours****Business Process Management (BP)**

Choose two courses: (3 hours may meet MGMT Core)

MGMT 342 Total Quality Management

MGMT 452 Logistics and Supply Chain Management

MGMT 459 Project Management

(3)/3 hours

Choose one course:

IS 405 System Analysis and Design

IS 410 Enterprise Resource Planning Systems

3 hours

Total**6 hours**Advanced business or business concentration or support field
(advanced selections from same non-business prefix)

6 hours

TOTAL**12 hours****ELECTIVES**

Minimum

TOTAL MAJOR HOURS

72 hours

OTHER GRADUATION REQUIREMENTS

Minimum grade in each business and emphases course

Minimum GPA for graduation

Minimum advanced hours

Minimum total hours

C

2.5

33

128

Courses numbered 0** do not count in minimum hours required for degree.

APPROVED BY:

Name:

Title:

APPENDIX D

Justification for MGMT 305

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

Baylor University

ENT 3320 Entrepreneurial Process

Prerequisite(s): FIN 3310 (may be taken concurrently) and MKT 3305 (may be taken concurrently).

An introductory course in entrepreneurship designed to explore the development of innovative thinking and venture exploration which would ultimately lead to a new venture. Topics covered include: Developing an innovative perspective as well as identifying and testing venture concepts. Topics are introduced through the use of creative exercises, team projects, concept identification journals, discussion of entrepreneurship cases, and a business venture startup game.

TCU

30533 ENTREPRENEURIAL OPPORTUNITY RECOGNITION. 3 hours.

This course provides an in-depth overview of the challenges involved in identifying and systematically evaluating opportunities for creating new ventures across a wide range of contexts, including startups, social enterprises, and large, established corporations. (PREREQUISITES: MUST BE A BUSINESS MAJOR.)

Belmont University

ETP 3000. Foundations in Entrepreneurship (3).

This course will provide a basic understanding of the entrepreneurial process. Students will examine entrepreneurship as a career. A comprehensive self-assessment will help the students to better understand their own personal aspirations, and assess their unique skills and competencies. Students will learn about opportunity assessment for new venture ideas. An overview of business plans will be presented. Prerequisite: Sophomore Standing.

Lipscomb University

ENT 3503 The Entrepreneurial Enterprise - F, SP

This cornerstone course introduces students to entrepreneurship, the pursuit of value-creating opportunities without regard to the current control of assets. The course examines the entrepreneur's approach to life and the knowledge and skills necessary for that approach to create value. Students will be able to recognize and evaluate entrepreneurial opportunities. At the end of the course, students will develop a business model for one of those opportunities. Prerequisite: BA1013.

APPENDIX E

**Course Syllabus
(attached hereto)**

MGMT 305
FOUNDATIONS OF ENTREPRENEURSHIP
SYLLABUS - FALL 2012
MW 2:00- 3:20, 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 introduces students to the entrepreneurial process. Students will examine entrepreneurship as a calling in their life and career and assess their own aspirations and skills as they relate to entrepreneurship. The course also includes a focus on opportunity recognition and evaluation.

About the Course

Entrepreneurship is a way of thinking and acting that plays an integral and growing part in our economy and everyday lives. This course is designed for all ACU students with an interest in entrepreneurship, regardless of a student's major or field of study. Throughout this course please keep an open mind, think outside the box, re-evaluate your own views of entrepreneurship, and intellectually challenge your peers.

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 will primarily focus on interactive discussions with visiting entrepreneurs, in-class exercises, and case study discussions. High performance in this course requires participation and preparation in all aspects of the course.

Prerequisites

Students must have sophomore standing and have a GPA of 2.5 or higher, or obtain permission of the professor.

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)
Engage in entrepreneurial thinking and demonstrate critical thinking and analytical skills applied in various entrepreneurial contexts.	Case studies (written analysis and class discussion), written exams
Examine personal views, attitudes and expectations to enhance self-awareness regarding a student's capacity to pursue entrepreneurship in his or her career and life.	Class discussion board, entrepreneur interview
Examine and reflect on views and attitudes related to wealth and philanthropy.	Class discussion board, entrepreneur interview
Demonstrate an ability to recognize and evaluate opportunities for new ventures.	Concept journal
Investigate the concepts, tools, and practices common to the early stages of the entrepreneurial process.	Case studies (written analysis and class discussion), written exams
Develop an ability to communicate with investors, customers, and other stakeholders	Case studies (class discussion), oral presentation of concept journal

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%
Concept Journal	Individual	10%
Entrepreneur Interview	Individual	15%
Mid-Term Exam	Individual	10%
Final Exam	Individual	15%
Case Studies	Individual / Group	40%

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. Penalties for submitting other assignments after the respective deadline are as follows:

- Concept Journal and Entrepreneur Interview. Students will receive the following penalties for not submitting the concept journal and entrepreneur interview assignments by the specified deadline:
 - 1 Day Late = 10-point deduction on the assignment
 - 2 Days Late = 30-point deduction on the assignment
 - 3 Days Late = 50-point deduction on the assignment
 - 4 Days or Later = Zero on the assignment

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 (40% 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.

Entrepreneur Interview (15% of Final Grade)

Each student will conduct three interviews with entrepreneurs to assist them in exploring their personal capacity for entrepreneurship in their career and life. The goal is to provide students with insights about entrepreneurship that cannot be obtained from classroom experience alone. A 5-7 page summary of the interviews, including analysis of what you have learned and responses to specific questions, will be submitted later in the course. Additional instructions regarding the selection of entrepreneurs, suggestions for the interview, and format for the paper are posted on Blackboard.

Concept Journal (10% of Final Grade)

Each student will develop a journal throughout the semester describing new venture concepts in three different categories: Products, Services and Social Enterprises. The journal will identify four concepts for each category. Students will also be required to pitch at least one concept to the class and a panel of entrepreneurs as part of the in-class "Shark Tank" experience. Additional information about the assignment is posted on Blackboard.

Mid-Term and Final Exams (10% and 15% 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 participate 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.)	- Understanding Your Customers - Case Study: Lemonade Stand (Acton)	- The Ultimate FIT Framework (Acton) - Pre-Start Analysis: A Framework for Thinking About Business Ventures	- Syllabus Quiz - Course Contract - Discussion Board Post (due Friday at 5:00)
Sep. 3 (Mon.)	- Entrepreneurial Process - Who is an Entrepreneur?	- Running a Successful Business is Easier Than You Think (Acton) - Stars and Steppingstones (Acton)	N/A
Sep. 5 (Wed.)	Unit Economics	Notes on Unit Economics (Acton)	- Answers to "Cookies on Call" questions - Discussion Board Post (due Friday at 5:00)
Sep. 10 (Mon.)	Opportunity Recognition	N/A	Bug Report
Sep. 12 (Wed.)	Case Study: R&R (HBS)	N/A	- Individual Case Analysis (R&R) - Discussion Board Post (due Friday at 5:00)

Date	Topic/Case Study	Additional Readings	Written Assignment Due
Sep. 17 (Mon.)	▪ Entrepreneur Panel: Families and Entrepreneurship ▪ Common Start-up Strategies	▪ Note on Developing Start-up Strategies (HBS)	▪ N/A
Sep. 19 (Wed.)	▪ Pricing Strategies	▪ The Art of Pricing (Acton) ▪ Pricing Strategies and The Seasons of Entrepreneurship (Acton)	▪ Discussion Board Post (due Friday at 5:00)
Oct. 24 (Mon.)	▪ Case Study: Optical Distortion (HBS)	▪ N/A	▪ Individual Case Analysis (Optical Distortion)
Sep. 26 (Wed.)	▪ Guest Lecture: Biblical Views on Money and Wealth	▪ TBA	▪ Discussion Board Post (due Friday at 5:00)
Oct. 1 (Mon.)	▪ Distribution Channels ▪ Case Study: Reach Barrier (ACU)	▪ Distribution Channels: When Someone Else Sells, Delivers or Services Your Products (Acton)	▪ N/A
Oct. 3 (Wed.)	▪ Shark Tank (1 of 2)	▪ N/A	▪ Concept Journal (Product Ideas) ▪ Discussion Board Post (due Friday at 5:00)
Oct. 8 (Mon.)	▪ Entrepreneur Panel: Importance of Giving Back	▪ N/A	▪ N/A

Date	Topic/Case Study	Additional Readings	Written Assignment Due
Oct. 10 (Wed.)	▪ <i>Mid-Term Exam</i>		
Oct. 15 (Mon.)	▪ Sales Funnel	▪ The Sales Funnel (Acton)	▪ N/A
Oct. 17 (Wed.)	▪ Case Study: Aqualisa Quartz (HBS)	▪ N/A	▪ Individual Case Analysis (Aqualisa Quartz) ▪ Discussion Board Post (due Friday at 5:00)
Oct. 22 (Mon.)	▪ Managing Risk	▪ Managing Risk and Reward in the Entrepreneurial Venture (HBS)	▪ N/A
Oct. 24 (Wed.)	▪ Entrepreneur Panel: Starting a Business in Abilene	▪ N/A	▪ Discussion Board Post (due Friday at 5:00)
Oct. 29 (Mon.)	▪ Industry / Competitor Analysis	▪ Note on the Structural Analysis of Industries (HBS) ▪ Competitive Analysis in Your Business (Acton)	▪ N/A
Oct. 31 (Wed.)	▪ Case Study: Leadership Online: Barnes & Noble vs. Amazon.com (A) (HBS)	▪ N/A	▪ Individual Case Analysis (B&N vs. Amazon) ▪ Discussion Board Post (due Friday at 5:00)

Date	Topic/Case Study	Additional Readings	Written Assignment Due
Nov. 5 (Mon.)	▪ Innovation and Technology in Entrepreneurship	▪ Discovering What Has Already Been Discovered: Why Did Your Customers Hire Your Product? (HBS)	▪ N/A
Nov. 7 (Wed.)	▪ Case Study: SMaL Camera Technologies (HBS)	▪ N/A	▪ Individual Case Analysis (SMaL Camera) ▪ Discussion Board Post (due Friday at 5:00)
Nov. 12 (Mon.)	▪ Entrepreneurial Teams ▪ Case Study: Stamps Plus (A) (Acton)	▪ TBA	▪ Individual Case Analysis (Stamps Plus (A))
Nov. 14 (Wed.)	▪ Entrepreneur Panel: Value of Mentors, Advisors and Teams	▪ N/A	▪ Discussion Board Post (due Friday at 5:00)
Nov. 19 (Mon.)	▪ Shark Tank (2 of 2)	▪ N/A	▪ Concept Journal (Service Ideas)
Nov. 21 (Wed.)	▪ <i>Thanksgiving Holiday</i>		
Nov. 26 (Mon.)	▪ Personal Entrepreneurial Assessment	▪ N/A	▪ N/A
Nov. 28 (Wed.)	▪ Case Study: Network Collie (ACU)	▪ N/A	▪ Individual Case Analysis (Network Collie) ▪ Discussion Board Post (due Friday at 5:00)

Date	Topic/Case Study	Additional Readings	Written Assignment Due
Dec. 3 (Mon.)	▪ Entrepreneur Panel: Starting a Business in Your 20s	▪ N/A	▪ Entrepreneur Interview Assignment
Dec. 5 (Wed.)	▪ Course Wrap-up	▪ N/A	▪ Discussion Board Post (due Friday at 5:00)
Dec. 13 (Thur.)	▪ <i>Final Exam from 1:30 pm – 3:30 pm</i>		

APPENDIX F

List of Course Readings

Harvard Publishing

- Note on Developing Start-up Strategies
- Note on the Structural Analysis of Industries
- Managing Risk and Reward in the Entrepreneurial Venture
- Discovering What Has Already Been Discovered: Why Did Your Customers Hire Your Product?
- Pre-Start Analysis: A Framework for Thinking About Business Ventures
- R&R (Case Study)
- Optical Distortion (Case Study)
- Aqualisa Quartz (Case Study)
- Barnes & Noble vs. Amazon.com (Case Study)
- SMaL Camera Technologies (Case Study)

Acton Foundation for Educational Excellence

- The Ultimate FIT Framework
- Notes on Unit Economics (Parts 1, 2 and 3)
- Stars and Steppingstones
- Standing Between Supply and Demand (supplemental reading)
- Distribution Channels: When Someone Else Sells, Delivers or Services Your Products
- The Sales Funnel
- Running a Successful Business is Easier Than You Think
- The Art of Pricing
- Pricing Strategies and The Seasons of Entrepreneurship
- Competitive Analysis in Your Business
- Stamps Plus (A)
- Lemonade Stand