

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number ENTR 315.01 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

This course is part of broader plan to introduce a new minor and certificate in entrepreneurship. This course, along with another, replaces an existing course - MGMT 305: Foundations of Entrepreneurship.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

				COUNCIL ³						
Change to a Course		Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

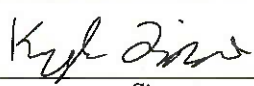
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	Feb 24, 2021
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
	4/26/2021
Signature	Approval date
Signature	Approval date

Dean(s)	
 Brad Crisp (Apr 28, 2021 14:35 CDT)	Apr 28, 2021
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	ENTR 315
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Jim Litton
2	Course Instructor	Jim Litton
3	Course Title	Business Models
4	Course Abbreviation for Banner if title is more than 30 characters	N/A
5	College	College of Business Administration
6	Department or School	Management Sciences
7	Number of Credit Hours	1.5 hours
8a.	Number of contact hours – lecture	1.5 hours
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	1.5
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	1.5
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Students will explore, analyze, and develop sustainable business models for new ventures. Students will learn how to use frameworks by looking at real-world examples of new ventures.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisite: ENTR 120, with a grade of "C" or better.
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? <i>All years</i>
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? <i>All years</i>
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under the new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2021 if timing allows. If not, the course will be taught as a special topics course again and the new Course ID will be used in Spring 2022

24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course. <i>This course is required for the proposed minor and certificate in entrepreneurship.</i>
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: <i>This course is the result of splitting an existing course - MGMT 305: Foundations of Entrepreneurship. This course was most recently offered in Fall 2020 and Spring 2021 with 24 students in each semester.</i>
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

- C. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
 - a. This course will serve as a course requirement for a new entrepreneurship minor and certificate that will be submitted later in Spring 2021.
- D. Justify the addition of this course to the current curriculum, explaining the gap it meets.
 - a. This course is part of a broader plan to introduce a new minor and certificate of entrepreneurship. The course will be a requirement for both new degree offerings.
 - b. See also the application for the new minor and certificate in entrepreneurship.

III. Course Design

C. Audience and Course Goal

C. Describe the intended audience, including prerequisite skills.

- a. This course is intended for undergraduate students who have an interest in entrepreneurship and want to build a foundation of entrepreneurial skills. Students must successfully complete the ENTR 120 prerequisite prior to this course.

D. State the overarching course goal(s) in performance terms.

- a. 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.

D. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Understand the different components of a company's business model	Quizzes / Case Studies
2	Evaluate the type and quality of various business models from existing companies	Case Studies
3	Analyze opportunities and develop sustainable business models to take advantage of them	Final Project
4	Reflect on how your faith values can be integrated into business models	Discussion Board

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

B. full publication information; label **Undergraduate**.

- a. Required Text: *Business Model Generation*, by A. Osterwalder and Y. Pigneur

IV. Supporting Documentation

Required of all applications		
1	Approval Chart for Curriculum Changes	See Attachment A
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.	See Attachment B

3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.	See Attachment C
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.	See Attachment D
Attach if applicable		
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.	N/A
6	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
7	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
8	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
9	Justification — Attach any documents to which you refer in Section II-B.	See application for minor in entrepreneurship

ENTR 315.01

BUSINESS MODELS

SYLLABUS – FALL 2021

ONLINE | TR 9:30 (OCT 15 - DEC 6)

1.5 CREDIT HOURS

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)

Contact Information for Professor

Jim Litton, J.D., M.B.A.

Director, Griggs Center for Entrepreneurship and Philanthropy

Associate Professor

Phone: 325.674.2210 | Email: jim.litton@acu.edu

Office Location: MBB 105A (in Griggs Center)

Office Hours: By appointment only

Course Description (from ACU Course Catalog)

Students will explore, analyze, and develop sustainable business models for new ventures. Students will learn how to use frameworks by looking at real-world examples of new ventures.

Christian Perspective

This course will explore the concepts of the triple bottom line and redemptive entrepreneurship. Students will be asked to examine how entrepreneurs might integrate these frameworks into a sustainable business model for various ventures.

Hybrid Course Format

This is a hybrid course, meaning it includes both face-to-face class sessions and an online component. The online portion of the course will be administered through Canvas, which is the learning management software used by the university. Online sessions will include both self-paced and group activities, including video lectures, quizzes and discussion board posts.

If you need technical assistance at any time during the course or to report a problem with Canvas, please contact Team 55. Problems with Canvas will not be accepted as an excuse for failure to submit work in a timely manner. It is always best to submit work via email to the professor or teaching assistant if you experience any difficulty with Canvas.

Prerequisites

Students must complete ENTR 120: 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.

Learning Objectives	Related Assignment(s)
Understand the different components of a company's business model	Quizzes / Case Studies
Evaluate the type and quality of various business models from existing companies	Case Studies
Analyze opportunities and develop sustainable business models to take advantage of them	Final Project
Reflect on how your faith values can be integrated into business models	Discussion Board

Course Materials

Required Text: *Business Model Generation*, by A. Osterwalder and Y. Pigneur

Grades and Assignments

Final grades will be determined on a 1,000 point scale at the end of the semester as follows: A = 900 or higher; B = 800 – 899; C = 700 – 799; D = 600 – 699; F = below 600.

The four primary types of assignments and the overall percentage of the final grade represented by each one are listed below. Detailed descriptions of the assignments are included later in this syllabus.

Assignment	Individual / Group	Total Points / Percentage of Grade
Quizzes	Individual	25% (250 points)
Discussion Board	Individual / Group	25% (250 points)
Case Studies	Individual / Group	25% (250 points)
Final Exam	Individual	25% (250 points)

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.

Description of Assignments

The following are summaries of the graded assignment for the course. Grading rubrics and additional information on each type of assignment are available on Canvas.

Quizzes (25% of Final Grade)

Quizzes will be used each week to assess your understanding of main concepts covered in the assigned readings and/or video lectures.

Discussion Board (25% of Final Grade)

Each week throughout the semester, students will be required to assess a startup's business model and comment on other students' posts as well.

Case Studies (25% 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. Cases put you in the shoes of different entrepreneurs and force you to make decisions based on the information in the case. The cases will also ask you to apply the concepts covered in the assigned readings and video lectures. You will be responsible for analyzing a case and preparing individual answers to questions and recommendations for the entrepreneur in question.

Final Exam (25% of Final Grade)

You will develop a business model for an original concept throughout the course. For the final exam, you will submit written deliverables and a pitch describing the proposed business model during finals week.

ADA Compliance Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or email alpha@acu.edu.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is

not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Business Administration, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link.

Anti-Harassment Policy

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

Other Policies

Minimum Course Grade

- If you are pursuing a major, minor, and/or certificate in business and/or entrepreneurship, you must earn a course grade of "C" or higher.

Attendance

- You may miss up to two times without penalty.
- Doctor's notes are unnecessary; illness generally counts as an absence, as may arriving late or leaving early.
- University-sponsored absences (e.g., band, athletics) will be excused when documentation is provided.
- Twenty-five points will be deducted from your total points for every absence beyond the two.

Late Work Policy

- Assignments will not be accepted late.
- If an assignment is due at the beginning of class, it is considered late if it is submitted after the beginning of class. For example, 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.

Electronic Devices

- Put away all electronic devices (i.e., laptops, tablets, phones, iPads) except when invited to use them.

Dropping the Course

- To drop our course you must complete required paperwork with your advisor. You cannot reuse class hours in block tuition if you drop after the first week of the semester.

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.

Course Schedule

The following schedule is subject to change. Updates to the schedule will be announced through the "Announcements" feature on Canvas. It is your responsibility to consult Canvas on a regular basis for updates regarding daily class preparation and assignments.

Week	Topics	Assigned Lectures / Readings	Case Study
1	Business Model Frameworks	BMG pgs 1 - 51	N/A
2	Product-Market Fit	Video Lectures: Value Proposition	Lemonade Stand
3	Unit Economics	Harvard Article	R&R
4	Revenue Streams / Pricing	Video Lectures: Revenue Streams BMG pgs 212 - 229	Basecamp
5	Customer Acquisition	Video Lectures: Customer Relationships	AnswerDash
6	Startup Metrics	Video Lectures: Left Side of the Canvas	Formlabs
7	External Environment	BMG pgs 200 - 211	Evoo Spring Spa
Finals Week	Submit all deliverables for final exam		

Dr. Jim Litton
Mabee Business Building 105A
325.674.2210

11-3-2020

Re: Review of ENTR 315: Business Models

Dear Dr. Litton,

Thank you for the submission of ENTR 315: Business Models. I reviewed the syllabus based on the [ACU Syllabus Guidelines](#). The syllabus meets all of the recommended guidelines.

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in black ink that reads "Amy Boone". The signature is written in a cursive, flowing style.

Abilene Christian University Library

MEMORANDUM

Date: November 5, 2020
To: Mr. Jim Litton
From: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for ENTR 315 – Business Models

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Mark McCallon (mccallonm@acu.edu), Librarian Liaison for COBA, if additional resources are needed for the course. Thank you for letting us examine the course proposal