

Approval Chart for Curriculum Changes

ATTACHMENT A

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

Course Number ENTR 335.01 or Degree Plan(s) _____

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

This new course is part of broader plan to introduce a new minor and certificate in entrepreneurship.

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

Change to a Course		Dept./School	College Academic	Deans	COUNCIL ³				Provost	President
					TEC	UGEC	UUAC	GRAD		
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 or 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										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
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.

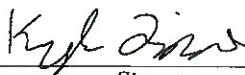
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation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

Course ID (<i>Subject and Number</i>)	ENTR 335
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Jim Litton
2	Course Instructor	Will Tippen
3	Course Title	Building Startup Teams
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 examine a range of issues that founders face in building a team, including the selection of co-founders and key employees, splitting the equity and roles for team members, and pressures faced by the founders as the venture grows.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisites: ENTR 305, ENTR 315; 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, we will offer it as a special topics course again and introduce the new Course ID 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>MGMT 340.02: Building Startup Teams was offered in Fall 2020 and Spring 2021 with 21 and 20 students, respectively.</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

- A. 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.
- B. 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 complete application for the new minor and certificate in entrepreneurship, of which this course application is a part.

III. Course Design

- A. Audience and Course Goal
 - a. Describe the intended audience, including prerequisite skills.

- i. 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 ENTR 305 and ENTR 315 with a grade of "C" or better prior to taking this course.
- b. State the overarching course goal(s) in performance terms.
 - i. 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.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Anticipate which early people decisions can cause problems for founders and their startups	Case Studies / Discussion Board
2	Describe the tradeoffs of involving co-founders, hires, investors, and board members in their startups.	Case Studies / Final Reflection
3	Assess their own motivations for becoming involved in startups and understand how those should affect their founding decisions in the future	Discussion Board / Final Reflection

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:

- A. full publication information; label **Undergraduate**.
 - a. A collection of articles and case studies are provided in a coursepack through Harvard Business Publishing.

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	See Attachment C

	letter.	
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 335.01

BUILDING STARTUP TEAMS

SYLLABUS – FALL 2021 (OCT 17 - DEC 9)

ONLINE | T 12:00 - 1:20, 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 examine a range of issues that founders face in building a team, including the selection of co-founders and key employees, splitting the equity and roles for team members, and pressures faced by the founders as the venture grows.

Christian Perspective

This course will address ethical concerns that entrepreneurs typically face when going through the fundraising process, including the communication and appropriate level of transparency with investors at the earliest stages until an exit event.

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 and earn a grade of "C" or better in ENTR 320: Entrepreneurial Mindset, and ENTR 325: Business Models.

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)
Anticipate which early people decisions can cause problems for founders and their startups	Case Studies; Discussion Board
Describe the tradeoffs of involving co-founders, hires, investors, and board members in their startups.	Case Studies; Final Reflection
Assess their own motivations for becoming involved in startups and understand how those should affect their founding decisions in the future	Discussion Board; Final Reflection

Course Materials

The Founder's Dilemmas, by Noam Wasserman

You can purchase this assigned text through the ACU Campus Store.

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 five types of assignments and the overall percentage of the final grade represented by each one are listed below.

Assignment	Individual / Group	Total Points / Percentage of Grade
Discussion Board	Individual	40% (400 points)
Case Studies	Individual / Group	40% (400 points)
Final Reflection Paper	Individual / Group	20% (200 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.

Discussion Board (40% of Final Grade)

Each week students will be asked to participate in a discussion board with other students from the course. There will be three assignments focused on different topics addressed in the course. These discussions will enable you to review and enhance your understanding of the material and lessons addressed during the course.

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. 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 Reflection (20% of Final Grade)

Each student will need to submit a three-page written paper reflecting on the lessons learned during the course and how they apply to the student's future.

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 one face-to-face session 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 in advance.
- Fifty points will be deducted from your overall grade for each subsequent unexcused absence.

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.*, 12:00) it would be considered late if a student arrived to class late (*e.g.*, 12:30) and submitted the assignment.

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.

(The course schedule is on the following page)

Course Schedule

The following schedule is subject to change. All assignments for a particular week should be completed prior to the face-to-face class sessions on Tuesdays. 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	Topic	Assigned Reading	Case Study
1 Oct 21	Solo vs Team	Chapters 2-3	Apple's Core
2 Oct 28	Relationship and Roles	Chapters 4-5	Playing with Fire at Sittercity
3 Nov 4	Rewards	Chapter 6-7	Negotiating Equity Splits at UpDown
4 Nov 11	Hiring	Chapter 8	Frank Addante
5 Nov 18	Investors	Chapter 9	Pixability
6 Nov 25	Founder Agreements	N/A	Healthcraft
7 Dec 2	Founder-CEO Succession	Chapter 10	Wily Technology
Finals Week Dec 9	Final Exam	N/A	N/A

Dr. Jim Litton
Mabee Business Building 105A
325.674.2210

11-3-2020

Re: Review of ENTR 335: Building Startup Teams

Dear Dr. Litton,

Thank you for the submission of ENTR 335: Building Startup Teams. 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 cursive script that reads "Amy Boone".

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 335 – Building Startup Teams

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