

Approval Chart for Curriculum Changes

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

Course Number _____ or Degree Plan(s) Minor and Certificate in Entrepreneurship
 State the requested change and reason. A memo may be attached if more space is necessary.

We are adding a new minor and certificate in entrepreneurship. See the full application for more information.

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 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	UVAC	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	UVAC	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)	
<u>Hals A</u>	<u>Apr 16, 2021</u>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<u>Kyle Zinn</u>	<u>4/26/2021</u>
Signature	Approval date
Signature	Approval date

Dean(s)	
<u>Brad Crisp</u> Brad Crisp (Apr 28, 2021 14:35 CDT)	<u>Apr 28, 2021</u>
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

- C. *For certificates only:* Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.
- D. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.
- E. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.
 - 1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this.
 - 2. Describe requirements to support student in their access to and use of learning resources.
- F. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.
- G. Scholarships. Will the unit provide any unique scholarships to students in the program?
- H. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur?
- I. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

Initial Review and Required Signatures

When sections I-V are complete, please submit to the Office of the Provost for initial review and development. Section VI is not required for all applications; you will learn whether it's required for your program during initial review.

This proposal complies with curricular requirements of the university and addresses all required questions for institutional review.

Associate Provost for Curriculum and Assessment

Date

This proposal does not require additional review for institutional accreditation purposes.

SACSCOC Liaison

Date

APPLICATION FOR NEW MINOR AND CERTIFICATE

Spring 2021

I. PROGRAM IDENTIFICATION

The Griggs Center for Entrepreneurship and Philanthropy is proposing to update the entrepreneurship curriculum to offer students across campus a new minor and certificate in entrepreneurship beginning in the 2021-2022 academic year.

Both of these curriculum options will be offered at the Abilene campus through face-to-face and hybrid courses. The programs will be administered through the Management Sciences Department within the College of Business Administration. The curriculum and support for all programs will be managed by the Griggs Center.

The lead developer is Jim Litton who is an Associate Professor in the Management Sciences Department and has served as the founding director of the Griggs Center since its inception 10 years ago. Additional support in development of the curriculum offerings has been provided by the center's staff.

II. PROGRAM DETAILS

The proposed minor will consist of 18 credit hours and allow students to include a strong emphasis in entrepreneurship as a supplement to their primary field of study. This option will allow students to engage in a set of core courses along with elective and special topic courses to fit individual interests.

In addition, the proposed certificate will consist of nine credit hours and allow students to integrate the set of core entrepreneurship courses in their studies at ACU. This is an attractive option for students who have limited flexibility in their degree plan or become interested in entrepreneurship later in their time at ACU.

Target Audience

The proposed minor and certificate target students within COBA and across campus with an interest in starting a new venture, developing an entrepreneurial mindset, or simply pursuing an impactful experience to supplement their primary field of study.

Projected Enrollment

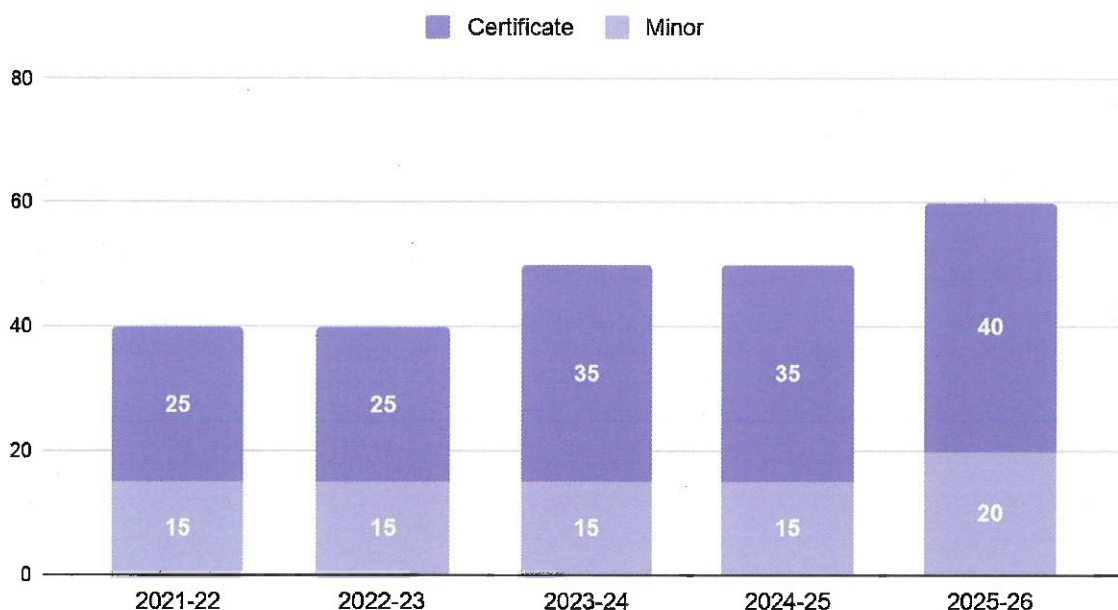
We believe the two curriculum offerings will have 40-60 students enrolled on an annual basis, assuming no increase in scholarships currently offered to students. Our decision to offer both a certificate and minor was based on feedback from current and former students that were

involved in our co-curricular programs. We've conducted subsequent conversations with younger students in recent months and there consistently has been interest in both offerings.

The most significant determining factor for an individual student seems to be the amount of flexibility or availability in their degree and the planned academic schedule during their time at ACU. We believe offering both the certificate and minor will give students and their advisors more flexibility in determining the best way to incorporate entrepreneurship into their studies.

The following table outlines our projected enrollment over a five-year period beginning in 2021-22.

Annual New Enrollments In Proposed Degrees



III. RATIONALE AND NEED FOR PROGRAM

Mission Fit

The proposed minor and certificate will directly contribute to ACU's mission to educate students for Christian service and leadership throughout the world. The study of entrepreneurship prepares students to achieve our mission given that effective leadership and service require the ability to think creatively and innovatively for new solutions to existing challenges. An entrepreneurial mindset and skill set equip students to make positive changes to the world around them and pioneer new concepts that did not exist previously. A minor and certificate in entrepreneurship also provide academic structure to support the programming already offered campus-wide, and breaks the entrepreneurial framework into manageable, concrete stepping stones for students to learn, apply, and practice.

A minor in entrepreneurship also directly ties into ACU's strategic plan within the "Innovation and Relevance" and "Relational University" goals. The addition of innovation-centered academic programming builds on ACU's goal to develop campus innovation, experiential learning, and a relational community. An entrepreneurship program encourages collaboration among a variety of disciplines across campus, and builds on the ACU network of alumni, parents, and friends to contribute to life-long learning and relationships within the university network.

Societal Need

Entrepreneurship has been defined in a number of ways but three common approaches described below demonstrate its impact on society at large through job creation and overall innovation in the economy.

Entrepreneurship encapsulates the scalable startups or companies that have the potential for significant growth. Studies have shown that these types of firms are responsible for up to 50% of new job creation in the United States. These types of firms are also more likely to expand into multiple locations meaning the job growth will impact a diverse geographic area. In recent years, Texas has become a more attractive place for these types of companies to launch and grow. The amount of venture capital funding allocated to Texas-based companies has continued to grow over the past decade, with Austin becoming one of the top 10 markets based on total dollars invested this past year. These startups bring innovation to the economy and will help establish the next generation of large companies that provide job opportunities in the state.

Small businesses are also generally considered a form of entrepreneurship. They represent a significant portion of the private workforce and help create the vast majority of new jobs not created by the scalable startups described above. For example, approximately 2.7 million small businesses operate within Texas and these companies employ just over 45% of the private workforce in the state.

While scalable startups and small businesses are a critical engine for our economy, approximately half of all new businesses fail within the first five years. By equipping students with entrepreneurial skills and experiences in addition to their chosen major, graduates will be better prepared to start, manage or work for these types of early-stage businesses during their career.

An entrepreneurial mindset also involves an opportunity-focused perspective to help solve all types of problems and unmet needs in any type of organization or community. We believe this focus of innovation and problem solving serves the greater good of society regardless if it's applied in a scalable startup, small business, existing organizations, non-profits, or local communities.

While the Griggs Center currently offers a variety of student programs, organizations, and electives to develop an entrepreneurial spirit across campus, the addition of the new minor and

certificate will help better prepare our students to make a positive impact on society in each of these areas.

Prospective Student Interest

Entrepreneurship as an academic discipline in the United States has grown significantly over the past few decades. Most institutions today offer some combination of courses, degrees, and other programming focused on entrepreneurship. This has been driven both by interest from donors, other stakeholders and students.

The following table shows the business-related major selected by first-time freshmen at institutions participating in the 2018 CIRP Freshman Survey from UCLA's Higher Education Research Institute. The study does not include data for other majors that may include a concentration or emphasis in entrepreneurship.

Major	All Institutions	Private Universities
Finance	2.6%	6.0%
General Business	2.5%	3.5%
Marketing	2.4%	2.7%
Management	2.2%	2.0%
International Business	0.6%	1.4%
Other Business	0.9%	1.4%
Accounting	1.7%	1.3%
Entrepreneurship	0.7%	1.1%
MIS	0.4%	0.3%
Hospitality / Tourism	0.2%	0.1%
Human Resources	0.2%	0.1%
Real Estate	0.1%	0.1%

Note: The overall number of institutions participating in this study has declined in recent history, including ACU's decision not to participate, but the study still provides a data point of demand for entrepreneurship among prospective students.

The annual ranking systems for entrepreneurship programs show much stronger demand for entrepreneurship at top programs. For example, the Princeton Review's 2020 Top 50 rankings for undergraduate programs included six universities in Texas. The table on the following page shows the types of curriculum options they offer and total enrollment in those programs as a raw number and percentage of the overall undergraduate student body.

Institution	2020 Ranking	Type(s) of Degree	Total Enrollment in ENT Degrees	Percentage of Undergraduate Student Body
Baylor University	5	Major / Minor	1,700	12.0%
Texas A&M University	22	Minor	3,266	6.1%
TCU	15	Major / Minor	709	7.5%
University of Houston	1	Major	2,802	7.3%
University of Texas at Austin	14	Minor	2,445	6.0%
University of Texas at Dallas	13	Minor	1,577	7.9%

Note: Based on data from 2020 Princeton Review rankings of entrepreneurship programs

We believe this data demonstrates that there is sufficient demand for entrepreneurship among undergraduate students nationwide to support moving forward with a minor and the potential for more significant demand among students in our region and not currently attending ACU if our program continues to grow in quality and recognition.

Benchmarking

In addition to the universities described above, entrepreneurship has grown as an academic discipline within ACU's peer group of institutions. This comparison group includes institutions identified as M1 or R3 within the Carnegie designation that also have a religious affiliation. Within this group, 61.9% offer an entrepreneurship degree of some sort (major 23.8%, minor 27.6%, other 10.5%). This further demonstrates that introducing a new entrepreneurship minor and certificate is consistent with the majority of comparable and aspirational institutions.

IV. CURRICULUM

The existing entrepreneurship curriculum consists of a series of traditional 3-hour courses. The only formal curriculum offering to date is a concentration in Entrepreneurship and Philanthropy which is tied to the MGMT major. This concentration requires one 300-level course and then provides a menu of other courses students may choose from to complete an additional six credit hours.

We believe the curriculum needs to be updated in order to offer students a learning experience that more closely resembles offerings at institutions with top entrepreneurship programs. Based on interviews with a number of current and former students over the past two years, we believe a minor and certificate are the most appropriate and attractive offerings.

The proposed curriculum options include a new set of core courses that must be completed in sequential order. These new core courses include a number of courses offering 1.0 or 1.5 credit hours, some in a hybrid format, which provides us with more scheduling flexibility (for students and faculty) as well as a more focused curriculum. The existing entrepreneurship courses that are an appropriate fit as a 3-hour elective option will be maintained in their current format. We also will introduce 1-hour special topic courses that will change each semester and be co-taught by experienced entrepreneurs as affiliate faculty members as well as select ACU faculty members from across campus. This model will be similar to the use of one-hour colloquia by the Honors College.

The following sections provide additional information on the proposed requirements, related program goals and learning objectives, and other implementation considerations.

Requirements for New Offerings

The new entrepreneurship minor will require students to complete 18 credit hours plus a co-curricular requirement based on participation in various events and activities made available through the Griggs Center. Similar to the Minor in Business, students will be required to have a grade of "C" or better in courses.

Curricular Requirements for Minor in Entrepreneurship (18 total hours)	
Core Courses (9 hours)	ENTR 120: Foundations of Entrepreneurship (1 hr) ENTR 305: Entrepreneurial Mindset (1.5 hrs) ENTR 315: Business Models (1.5 hrs) ENTR 325: Raising Capital (1.5 hrs) ENTR 335: Building a Startup Team (1.5 hrs) ENTR 420: Entrepreneurial Journey (1 hr) ENTR 430: Topics in Entrepreneurship (1 hr)
ENTR Electives (6 hours)	Choose six hours from the following: ENTR 410: Social Entrepreneurship (3 hrs) ENTR 411: Venture Management (3 hrs) ENTR 412: Launching the Venture (3 hrs) ENTR 419: Global Entrepreneur (3 hrs) ENTR 430: Topics in Entrepreneurship (1 hr)* BLAW 365: Law & Entrepreneurship (3 hrs) FIN 420: Entrepreneurial Finance (3 hrs) * This course may be repeated
Other Electives (3 hours)	Choose three hours from the following: Advanced business electives (300-499)

The new entrepreneurship certificate will require students to complete the core ENTR courses plus a co-curricular requirement (with a lesser level of participation than required for the minor). While the nine credit hours is less than the typical range for a certificate at ACU, we believe the additional requirement of the co-curricular activities justifies the exception. A nine-hour certificate is also within the range of credit hours required for certificates in entrepreneurship offered by other institutions.

Curricular Requirements for Certificate in Entrepreneurship (9 total hours)	
Core Courses (9 hours)	ENTR 120: Foundations of Entrepreneurship (1 hr) ENTR 305: Entrepreneurial Mindset (1.5 hrs) ENTR 315: Business Models (1.5 hrs) ENTR 325: Raising Capital (1.5 hrs) ENTR 335: Building a Startup Team (1.5 hrs) ENTR 420: Entrepreneurial Journey (1 hr) ENTR 430: Topics in Entrepreneurship (1 hr)

Entrepreneurship Core Course Offerings

For each of the core courses, the following table includes the title, description, credit hours, delivery format and assigned faculty members. Each core course will be available in both the fall and spring semesters.

Course Title & Description	Faculty	Format
<i>ENTR 120: Foundations of Entrepreneurship (1 hr)</i> Students will be introduced to basic concepts about entrepreneurship, its role in society, and how an entrepreneurial mindset can be applicable in different career paths. Prerequisite: None	J. Litton	Face-to-Face
<i>ENTR 305: Entrepreneurial Mindset (1.5 hrs)</i> Students will focus on identifying opportunities for new ventures and/or innovation. The course will explore methodologies related to creativity, idea generation, design thinking and the lean startup. Prerequisite: ENTR 120	M. Howard	Face-to-Face
<i>ENTR 315: Business Models (1.5 hrs)</i> 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. Prerequisite: ENTR 120	J. Litton	Hybrid

<i>ENTR 325: Raising Capital (1.5 hrs)</i> Students will examine the full range of financing options for new ventures from bootstrapping to venture capital. Students will also learn the process and terms involved in negotiating a term sheet when raising capital. Prerequisites: ENTR 305, ENTR 315	J. Litton	Hybrid
<i>ENTR 335: Building Startup Teams (1.5 hrs)</i> 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. Prerequisites: ENTR 305, ENTR 315	W. Tippen	Face-to-Face
<i>ENTR 420: Entrepreneurial Journey (1 hr)</i> Students will be asked to explore and apply ethical and faith-centered frameworks to dilemmas that entrepreneurs commonly face. The course will introduce students to real-life situations through case studies and discussions with experienced and respected entrepreneurs. Prerequisites: ENTR 325, ENTR 335	M. Howard	Face-to-Face
<i>ENTR 430: Topics in Entrepreneurship (1 hr)</i> Short course, interdisciplinary, varying topics. See semester schedule for current offerings. May be repeated as content varies. Prerequisites: ENTR 325, ENTR 335. Some courses may charge fees for materials, travel, and/or equipment.	Varies	Varies

Entrepreneurship Elective Course Offerings

The following table includes the title, description, credit hours, delivery format, assigned faculty members, and scheduling availability for all planned elective courses.

Course Title & Description	Faculty & Format	Availability		
		F	Sp	Su
<i>ENTR 410: Social Entrepreneurship (3 hrs)</i> The course will prepare students to start or join a business that has a social mission at its core. These businesses may utilize for-profit, nonprofit, or hybrid structures. Topics covered include personal and organizational mission, balancing mission and profit, choosing the optimal structure, networking, social media, measuring success, and expansion. Prerequisite: Sophomore standing and GPA of 2.5 or higher.	L. Phillips Face-to-Face			✓

<i>ENTR 411: Venture Management (3 hrs)</i> This is a seminar-style course focused on issues commonly faced by entrepreneurs as they scale their organizations past the initial launch phase. Prerequisites: ENTR 325, ENTR 335	J. Litton Face-to-Face		✓	
<i>ENTR 412: Launching the Venture (3 hrs)</i> Students will utilize the lean startup methodology to test and refine a business model for a new venture concept, followed by the development of an investor pitch to launch the venture. Projects can be based on a student's own venture concept or one from an approved startup seeking assistance. Prerequisites: ENTR 305, ENTR 315	M. Howard Face-to-Face	✓	✓	
<i>ENTR 419: Global Entrepreneur (3 hrs)</i> This course examines different aspects of operating an entrepreneurial venture in other countries, including economic, political, and cultural influences. This course is offered exclusively through study abroad programs outside the United States and will include a focus on unique issues associated with the particular country or region being visited. Prerequisite: Sophomore standing, GPA of 2.5 or higher, and acceptance into related study abroad program.	J. Litton Face-to-Face			✓
<i>ENTR 430: Topics in Entrepreneurship (1 hr)</i> Short course, interdisciplinary, varying topics. See semester schedule for current offerings. May be repeated as content varies. Prerequisites: ENTR 325, ENTR 335. Some courses may charge fees for materials, travel, and/or equipment.	Varies Hybrid & Face-to-Face	✓	✓	
<i>BLAW 365: Law and Entrepreneurship (3 hrs)</i> This course is a discussion of legal issues related to contracts, torts, corporations, and employment relationships from an entrepreneurial, rather than managerial, perspective. Prerequisite: Junior standing.	A. Little Face-to-Face			✓
<i>FIN 420: Entrepreneurial Finance (3 hrs)</i> This course is focused on the financial aspects of a new venture from idea to operation to harvest. The course will help students develop understanding and proficiency with respect to the concepts and tools of entrepreneurial finance and help foster an entrepreneurial spirit. Prerequisite: FIN 310 with a grade of "C" or better.	Varies by year Face-to-Face		✓	

Note: MGMT 435: Strategic Philanthropy is included in the menu for the existing concentration for Entrepreneurship and Philanthropy. As part of the curriculum update, we are not including the philanthropy focus and reference in the title of the new offerings. As a result, we will also remove the course from the available electives to satisfy the program requirements.

Co-Curricular Requirements

Students pursuing either the new certificate or minor will be required to earn points based on participation in entrepreneurship-related activities outside of the classroom. Students will have a wide range of options to meet this requirement. Students will be required to earn 25 co-curricular points for the certificate and 50 points for the minor.¹ We will utilize the new Suitable software offered through the Center for Careers and Experiential Learning to make students aware of opportunities and track their progress. On average, we anticipate it will take students two semesters to earn the number of points for the certificate and three to four semesters to meet the requirement for the minor. The following table outlines an example of opportunities a student would have to choose from in a typical academic year to meet these requirements.

Type of Activity	Examples	Points Earned
Networking Events	• Small group meal with entrepreneur • Company visits • Student organization events with guest entrepreneur	1
Volunteer Opportunities	• Participate in Enactus project • Serve on student organization committee • Volunteer in service opportunities hosted by student organizations	1
Competitions	• Wildcat Pitch • Springboard • Innovation Challenge	1
Domestic Study Abroad Program	• Silicon Valley in Fall Break • NYC in Fall Break • ACU CEO in DFW • ACU CEO in Austin • Praxis Academy in Los Angeles	2
Chapel Series	• Redemptive entrepreneurship • Entrepreneurship reading group • Faith-driven entrepreneurship	3
Semester-long project	• Start or manage a business in Founders Club • Lead a social project for Enactus • Work as executive in Wildcat Ventures	5
International Study Abroad Program	• Entrepreneurship in Asia (summer) • Entrepreneurship in Montevideo (summer) • Social Entrepreneurship in Costa Rica (spring break) • Entrepreneurship in Europe (summer)	10

¹ Required points may need to be adjusted from time to time depending on the university's framework for awarding co-curricular points in Suitable (e.g., the system awards 10 points for any event).

Program Goals and Learning Objectives

The program goals and primary learning objectives for both the certificate and minor are the same. The additional six hours required for the minor provide more in-depth learning of concepts covered in the certificate plus content in specialized areas of entrepreneurship that enhance the learning experience for students.

The following table outlines the core courses and co-curricular requirements that will address the four program goals and related primary learning objectives. The table also identifies the assessment tool that will be used for each learning objective.

Program Goals	Primary Learning Objectives	Core Course	Assessment Tool
#1: Entrepreneurial Thinking Students will develop an entrepreneurial mindset by demonstrating an ability to manage uncertainty, think critically to analyze issues, and develop creative solutions.	1.1 Explore the many ways in which entrepreneurship manifests itself and can be applied in one's career	ENTR 120	Discussion Board
	1.2 Apply critical thinking and common frameworks to various situations that entrepreneurs face	ENTR 305 325 / 335	Case Studies
	1.3 Recognize the importance of creativity, problem solving, testing, and continual adaptation in entrepreneurship	ENTR 305	Course grade
#2: Opportunity Students will demonstrate an ability to recognize and evaluate opportunities in a variety of contexts.	2.1 Demonstrate an ability to recognize opportunities for new ventures and innovation	ENTR 305	Concept Journal
	2.2 Analyze opportunities and develop sustainable business models to take advantage of them	ENTR 315	Course grade
	2.3 Apply the lean startup methodology to investigate a new venture concept	ENTR 120	Venture Out
#3: Resources Students will understand how to secure and utilize the resources necessary to successfully launch and/or manage an entrepreneurial venture.	3.1 Be familiar with the various funding sources available to entrepreneurial ventures	ENTR 325	Course grade
	3.2 Understand the process of raising capital for an early stage venture	ENTR 325	Course grade
	3.3 Evaluate how to identify human capital needs and how to manage them effectively	ENTR 335	Course grade
	3.4 Develop and deliver a pitch to obtain resources from potential investors, partners, and/or team members.	Co-curricular	Pitch Competition

Program Goals	Primary Learning Objectives	Core Course	Assessment Tool
#4: Entrepreneurial Journey Students will develop a holistic understanding of entrepreneurship and examine their personal skills, attitudes, and expectations to assess the role of entrepreneurship in their future faith and career journeys.	4.1 Understand how their personal skills and attitudes compare to a standard entrepreneurial profile	ENTR 305	EMP Assessment
	4.2 Explore their potential vocation and entrepreneurial pursuits in the context of their faith, values and goals.	ENTR 120	Discussion Board
		ENTR 420	Course grade
	4.3 Understand and apply their personal faith and ethical framework to difficult decisions commonly faced by entrepreneurs.	ENTR 420	Course grade
		ENTR 305 / 315 325 / 335	Discussion Board

V. REQUIRED INSTITUTIONAL SUPPORTS

The proposed minor and certificate have been designed based on the level of student demand described in Section II above. Changes in student participation might increase the need for resources in addition to those described below.

Faculty Resources

We currently have one full-time, tenured faculty position in the department fully focused on entrepreneurship. A handful of other full-time faculty members have also incorporated one entrepreneurship course into their regular teaching loads. We also have recently recruited the following additional faculty resources to help deliver the core courses on a regular basis:

- *Mindy Howard* is a current member of the Griggs Center team who is an experienced, local entrepreneur and currently pursuing a masters in entrepreneurship from the University of Arizona. She is currently scheduled to complete her program in Fall 2021 and to begin teaching in Spring 2022.
- *Will Tippen* is a local entrepreneur with a Masters in Entrepreneurship from the Acton School of Business. He has agreed to serve as an adjunct and teach one of our core courses beginning in Fall 2021.

We are currently recruiting an additional adjunct to provide more depth to our faculty resources but it will not be needed to successfully deliver the program.

Course Scheduling

The following table outlines how these faculty resources would be utilized to offer one section of each entrepreneurship core course in the fall and spring semester of each year. The 2021-22 academic year will be a transition period and the regular teaching schedule will be fully implemented in the 2022-23 academic year.

CORE COURSES							
Semester	ENTR 120	ENTR 305	ENTR 315	ENTR 325	ENTR 335	ENTR 420	ENTR 430
Fall 2021	J. Litton	J. Litton	J. Litton	J. Litton	W. Tippen	N/A	N/A
Spring 2022	J. Litton	M. Howard	J. Litton	J. Litton	W. Tippen	N/A	N/A
Fall 2022	J. Litton	M. Howard	J. Litton	J. Litton	W. Tippen	M. Howard	Varies
Spring 2023	J. Litton	M. Howard	J. Litton	J. Litton	W. Tippen	M. Howard	Varies

The special topic courses will only be offered in the fall and spring semesters. The schedule for each individual course will vary in a similar manner as the current Honor College colloquia. We anticipate most courses co-taught by experienced entrepreneurs outside of Abilene would be offered as a weekend course and may require travel to the Dallas-Fort Worth or Austin areas.

Impact on Existing Programs

We believe the proposed minor and certificate are supplemental to all majors and should not have a negative impact on any other field of study. It may have an impact on the number of students pursuing the general Minor in Business.

Use of Existing Resources

In order to deliver the proposed minor and certificate, we do not anticipate the need for additional resources or increased funding in any the following areas:

- *Staff Resources:* The Griggs Center team includes two half-time employees and a number of student workers. These staff resources will be sufficient to provide support to the proposed minor and certificate.

- *Library & Online Resources:* The proposed courses will not require any new or specific resources from the library. Students will be able to access all related course materials through the Canvas LMS, which is generally supported by Team 55 and the Helpdesk.
- *Physical Resources:* The proposed courses will be able to utilize existing classroom space in the Mabee Business Building. No additional classroom equipment will be required for the courses. Finally, the faculty, staff, and students have access to the Griggs Center space located on the first floor of the Mabee Business Building and the eHub located in the Moore House on the corner of EN16th and Washington. Both of these spaces have been renovated within the past three years.

Scholarships and Recruiting

The Griggs Center has recently offered an Entrepreneurship Fellows program that accepted 10-15 students finishing their second year at ACU each spring. The program required students to complete nine hours of courses and provided \$4,500 - \$5,000 in financial awards through travel vouchers and traditional scholarships over a two-year period. We have recently decided to discontinue this program due to overlap with COBA's Heacock Scholars program. We are currently analyzing how to most effectively utilize these funds to recruit students into the new minor and/or certificate.

For prospective student recruiting, the Griggs Center will continue to rely on the Enrollment team and staff assigned to assist in the recruiting process from COBA and other targeted departments. To assist them in that process, the center has reserved funds to develop updated program materials (brochures, postcards, etc) that can be used in the recruiting process. The center's staff and student leaders can also be available to participate in targeted recruiting sessions and/or for individual follow up meetings as needed.

For recruiting of current students, the Griggs Center will continue to leverage its robust co-curricular programming to find students interested in entrepreneurship within COBA and across campus. We will also provide a set of online and print materials to the Advising Center to help their team members share the opportunity with current students they feel may be a good fit for the proposed minor and certificate.

VI. CONTACT INFORMATION

If you have any questions related to this proposal, please feel free to contact Jim Litton by email at jim.litton@acu.edu or by phone at 214.394.4106.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 15, 2021
TO: Jim Litton
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: New Application for Minor and Certificate in Entrepreneurship

The library has examined the application for the new minor/certificate and is able to support the proposed minor/certificate based on the courses offered and the overview of the new courses. Please contact Mark McCallon, Liaison for the College of Business Administration, for additional resources to support the minor. Thank you for letting us review the new minor/certificate application.

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ABILENE CHRISTIAN
College of Business Administration

Entrepreneurship Minor Support Letter
April 27, 2021

It is my pleasure to offer this support letter for the Entrepreneurship Minor. This curriculum addition has been part of the dream for the Griggs Center for Entrepreneurship and Philanthropy for several years and is a necessary step in continuing to build a nationally recognized program.

The Griggs Center, with participation from the Management Science department, has sufficient resources to support this program. Since these courses support both the minor and a track within the BBA in Management, the Management Sciences chair has the motivation and discretion to assign some courses to full-time faculty as part of their load. The Griggs Center has sufficient funding for overloads and adjunct pay, as needed, to secure additional faculty for the remaining courses.

Please contact me if you need additional information.

Sincerely,

C. Brad Crisp, Ph.D.
Dean, College of Business Administration

MEMORANDUM

TO: UUAC
FROM: Chris Riley, Assoc. Provost for IE / SACSCOC Liaison
DATE: April 27, 2021
RE: Undergraduate Certificate in Entrepreneurship

I have reviewed the above application as well as applicable SACSCOC Substantive Change Policies and Procedure.

New Program - Content

The certificate consists of 9 hours that will be divided up in 1 and 1.5-hour courses. All but one of these one-hour courses (ENT 430) are existing content taught at ACU. Specifically, the changes to the courses are as follows:

- The existing MGMT 305 course was primarily split across ENTR 305 and ENTR 315. Some of the concepts were spread across ENTR 120 and covered in much more depth in ENTR 325 and ENTR 335.
- ENTR 120 includes the Venture Out project that currently is part of BUSA 120 along with some introductory material to concepts covered in more detail in the existing ENTR courses.
- Three courses - ENTR 325, ENTR 335, ENTR 420 - have been taught as special topics courses at some point in the past two years.
- ENTR 430 is a new course and based on completely new content that will vary semester to semester.

Existing Courses	Certificate
MGNT 305 (3) BUSA 120 (3) ENT 325 (1.5), 335 (1.5), 420 (1)	ENTR 120: Foundations of Entrepreneurship (1 hr) ENTR 305: Entrepreneurial Mindset (1.5 hrs) ENTR 315: Business Models (1.5 hrs) ENTR 325: Raising Capital (1.5 hrs) ENTR 335: Building a Startup Team (1.5 hrs) ENTR 420: Entrepreneurial Journey (1 hr) ENTR 430: Topics in Entrepreneurship (1 hr)

Therefore, because only 1 of the 9 hours constitutes new content, this certificate does not constitute a significant departure under SACSCOC guidelines meaning no notice is required.

Direct Assessment

This certificate also requires students to complete experiential learning separate from the above courses. Based on concerns related to whether that might trigger additional SACSCOC

requirements, I also sought specific guidance from SACSCOC. Specifically, I was concerned, SACSCOC may view this as a "hybrid direct assessment competency-based education program," which is defined as "a program that combines course-based competencies (clock and credit hours awarded) with non-course based competencies (no clock or credit hours awarded)." If they did view it in that way, we have specific obligations based on how much of the program is based on direct assessment. However, as explained in the attached response, because there were no competencies tied to these requirements, the experiential learning requirements did not meet the above definitions.

I support this certificate as proposed.



Chris Riley <cmr97t@acu.edu>

Experiential Learning Requirements and Direct Assessment

Robin Zuniga <rzuniga@sacscoc.org>
To: Chris Riley <chris.riley@acu.edu>

Mon, Apr 19, 2021 at 7:57 AM

Dr. Riley,

Based on the information provided I agree with your assessment. This does not sound like a direct-assessment, hybrid or course-based CBE program.

Yours,

Robin Zuniga, Ph.D.

Coordinator of Substantive Change

Southern Association of Colleges and Schools

404-994-6570

rzuniga@sacscoc.org

The SACSCOC substantive change policy was revised in 2020. It includes many new requirements and changes to previous requirements. The *Substantive Change Policy and Procedures* and learning resources are available on the substantive change webpage at www.sacscoc.org.

From: Chris Riley <chris.riley@acu.edu>
Sent: Thursday, April 15, 2021 4:16 PM
To: Robin Zuniga <rzuniga@sacscoc.org>
Subject: Experiential Learning Requirements and Direct Assessment

Dr. Zuniga,

This question relates to whether co-curricular experiential requirement in an academic degree would qualify as a hybrid direct assessment competency-based education program.

Specifically, our College of Business is considering a new undergraduate certificate in Entrepreneurship from existing courses and related course content. In addition to the nine hours of academic credit required for the certificate, students would be required to earn a set number of "points" in entrepreneurship-related activities outside of those courses. For example, those activities would include attending networking events, university-sponsored trips, or participating in university-sponsored entrepreneurship competitions. As proposed, all the program learning outcomes are tied to the required courses (not the co-curricular requirements). In other words, while students must participate in the co-curricular activities to earn the certificate, there are no specific competencies tied to them. Therefore, because the certificate lacks

non-course based competencies, I do not think this program would fall under the definition of a hybrid direct assessment competency-based education program.

Do you agree?

Chris Riley, M.P.A., J.D.

Associate Provost for Institutional Effectiveness and SACSCOC Liaison

Assistant Professor, Department of Political Science and Criminal Justice

Deputy Title IX Coordinator for Compliance

University Pre-Law Advisor

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