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| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X ] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| --- |
| **[ X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| Melodie Philhours 9/24/2020 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Sharon D. James 9/24/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Melodie Philhours 9/25/2020  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 9/25/2020 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Melody Lo 10/20/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Hilary Schloemer [hschloemer@astate.edu](mailto:hschloemer@astate.edu) 870-972-3430

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2021

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **MGMT** |
| **Number\*** |  | **2003** |
| **Title** |  | **Entrepreneurial Discovery and Innovation**  **(Entrepreneurial Discovery)** |
| **Description\*\*** |  | **Introduction to concepts and practices related to the discovery and creation of entrepreneurial activities by individuals and organizations.** |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No] NO**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes / No** Are there any prerequisites? **NO**
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. **Yes / No** Is this course restricted to a specific major? **NO**
   1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No] NO**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall, Spring

1. **Proposed course type [Modification requested? Yes/No] NO**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture and Lab – the Lecture will serve as the venue for guest speakers and topical lectures, and the Lab section will serve as a smaller classroom setting (some universities call these “recitation” or “discussion” sections) for small group work, more interactive activities, and class discussion.

1. **Proposed grade type [Modification requested? Yes/No] NO**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. **Yes / No** Is this course dual-listed (undergraduate/graduate)? **NO**
2. **Yes / No** Is this course cross-listed? **NO**

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **Yes / No** Is this course in support of a new program? **NO**

a. If yes, what program?

Enter text...

1. **Yes / No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)? **NO**

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No] NO**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Introduction – Theoretical views of entrepreneurship: Creative Destruction vs Opportunity Alertness

Week 2: The role of entrepreneurship in economic development

Week 3: Creativity in action I

Week 4: Brainstorming ideas for societal benefit

Week 5: The role of entrepreneurial behavior in existing organizations

Week 6: Business models and Business plans

Week 7: Making yourself count

Week 8: The roles of investors and bankers

Week 9: Developing the personal branding portfolio

Week 10: Team versus Individual new ventures

Week 11: The role of family to support entrepreneurship and innovation

Week 12: Creativity in action II

Week 13: Presenting new ideas to family and friends

Week 14: Presenting new ideas to others

Week 15: Formalizing the new venture

Week 16: Wrap up and final deliveries

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Visits to A-State incubator, on-campus Hotel, ABI

Guest speakers for topics related to Entrepreneurial start-ups, creativity, Patent law, Financial requirements, Personal branding

1. **Department staffing and classroom/lab resources**

Use of current staff and current classrooms

1. Will this require additional faculty, supplies, etc.?

No

1. **Yes / No** Does this course require course fees? **NO**

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Entrepreneurship is the study of the creation of new businesses and organizations as well as the innovative actions to keep an existing organization competitive in changing environments. As such, it represents an intersection of the various sub-disciplines that compose a business education. There is a need for students to experience an introductory course early in their Business Core education that will expose them to the business creation process and how proper construction of various organizational components in the initial phase of the business will support its success. This exposure will help students associate how the different business functions (e.g., accounting, finance, marketing, operations, information systems, management) are interrelated and what role they play in starting a business. In particular, it will help students understand that a business must be organized first and then various business functions must be. The course will have the following goals: (a) Understand the important role of the Entrepreneur in the economy, society, and particular industries; (b) Analyze business, economic, and societal problems to discover viable entrepreneurial opportunities; (c) Demonstrate an ability to effectively communicate ideas orally and in writing

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

Each one of the course goals are aligned with the College of Business Learning goals in this manner: a) Understand the important role of an entrepreneur in the economy, society, and particular industries (COB Learning Goals: Critical Thinking, Business Knowledge) b) Analyze business, economic, and society problems to discover viable entrepreneurial opportunities (COB Learning Goals: Critical Thinking, Business Knowledge, and Ethics); (c) Demonstrate an ability to effectively communicate ideas orally and in writing (COB Learning Goals: written and oral communication)

c. Student population served.

All majors in the college of business will be required to take the course as part of the Business Core, and it is open to majors from other colleges.

d. Rationale for the level of the course (lower, upper, or graduate).

There is a need for a lower-level course in the Business Core to introduce students with the notions of creativity and entrepreneurship for several reasons. First, creativity and entrepreneurship are key to organizational success -- the majority of new businesses require today a market approach model to become successful in the long run and existing organizations require innovation and regeneration for remaining competitive. Second, by placing the course at a lower-level, students are encouraged to take the course earlier in their program of study, laying the foundation for a more integrative understanding of the rest of their Business Core courses and leaving time for students to pursue further entrepreneurship and creativity-related courses should their interest be sparked. Finally, by experiencing the basics of new venture creation early in their college experience, students interested in starting new ventures themselves will have time to experiment with their ideas within the context of the university and the various support resources it offers.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

As stated in 17C, this course supports the program-level learning outcomes for all B.S. degrees in the A-State College of Business (who share the Business Core curriculum requirements). Specifically, this course addresses LOs 1, 2, 3, 4, and 6

The existing program-level learning goals, which will not be modified, are as follows:

1. Students will communicate effectively and professionally in writing
2. Students will demonstrate effective and professional oral communication
3. Students will be sensitive to ethical issues when making business decisions
4. Students will use critical thinking skills to make decisions
5. ~~Students will use technology appropriately to communicate, calculate, and present concepts and data~~
6. Students will demonstrate business knowledge
7. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | 1. Students will communicate effectively and professionally in writing |
| Assessment Measure | Direct: Sample of student artifacts from F2F, online, and distant site sections;CoB Writing Rubric employed by CoB UGR Written Communication Goal Assessment Team (GAT) and Writing Center Director and staff Indirect: MFT questions re: perceived competence  In MGMT 4813 Strategic Management (Capstone Course) |
| Assessment  Timetable | Spring 2018, every 3 years |
| Who is responsible for assessing and reporting on the results? | CoB UGR Written Communication Goal Assessment Team (GAT), faculty volunteers, and Writing Center Director and staff |

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| **Program-Level Outcome 2 (from question #19)** | 1. Students will demonstrate effective and professional oral communication |
| Assessment Measure | Direct: Presentations from traditional and online sections; CoB Oral Comm Rubric employed by CoB UGR Oral Communication GAT and faculty volunteers  Indirect: MFT questions re: perceived competence  In MGMT 4813 Strategic Management (Capstone Course) |
| Assessment  Timetable | Spring 2016, every 3 years |
| Who is responsible for assessing and reporting on the results? | CoB UGR Oral Communication GAT and faculty volunteers |

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| **Program-Level Outcome 3 (from question #19)** | 1. Students will be sensitive to ethical issues when making business decisions |
| Assessment Measure | Direct: Analysis of ethics case  Indirect: MFT questions re: perceived competence  In MGMT 3123 Principles of Management |
| Assessment  Timetable | Spring 2016, every 3 years |
| Who is responsible for assessing and reporting on the results? | CoB UGR Ethics GAT and faculty volunteers |

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| **Program-Level Outcome 4 (from question #19)** | 1. Students will use critical thinking skills to make decisions |
| Assessment Measure | Direct: Critical thinking exam questions and/or cases analysis  Indirect: MFT questions re: perceived competence  In MGMT 4813 Strategic Management |
| Assessment  Timetable | Spring 2017, every 3 years (delayed to Spring ’21) |
| Who is responsible for assessing and reporting on the results? | CoB Core Faculty, UGR Critical Thinking GAT |

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| **Program-Level Outcome 6 (from question #19)** | 6. Students will demonstrate business knowledge |
| Assessment Measure | Major Field Test; UGR Business Knowledge GAT  Indirect: MFT questions re: perceived competence  In MGMT 4813 Strategic Management |
| Assessment  Timetable | Spring 2017, every 3 years (delayed to Fall 2020) |
| Who is responsible for assessing and reporting on the results? | Business Knowledge GAT |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Understand the important role of an entrepreneur in the economy, society, and particular industries |
| Which learning activities are responsible for this outcome? | Readings, guest speakers with start-up experience, in-class discussion |
| Assessment Measure | Self-reflections, participation in class discussion |

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| **Outcome 2** | Analyze business, economic, and society problems to discover viable entrepreneurial opportunities |
| Which learning activities are responsible for this outcome? | Readings, guest speakers with start-up experience, in-class discussion, experiential learning activity |
| Assessment Measure | Elevator pitch proposal and elevator pitch |

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| **Outcome 3** | Demonstrate an ability to effectively communicate business ideas orally and in writing |
| Which learning activities are responsible for this outcome? | Readings, in-class discussion, training in pitching |
| Assessment Measure | Elevator pitch proposal and elevator pitch |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

Page 117

Insert in Table Neil Griffin College of Business Core Courses:

ACCT 2133, Introduction to Managerial Accounting3

----Insert--- MGMT 2003: Entrepreneurial Discovery and Creation. 3

BCOM 2563, Business Communication3

Page 513 -

Management (MGMT)

----Insert--- MGMT 2003: Entrepreneurial Discovery and Innovation. Introduction to concepts and practices related to the discovery and creation of entrepreneurial activities by individuals and organizations. Fall. Spring

MGMT 3123. Principles of Management Overview of foundational management principles, including internal and external assessment and planning, organization structure and design, lead-ership and motivation, and decision and control processes. Fall, Spring, Irregular.