FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Kelly Shaver Email: shaverk@cofc.edu Phone: 3-2276

Department or Program Name: Management and Entrepreneurship School name: Business

Course Prefix, Number, and Title: MGMT 377, Psychology of Entrepreneurship

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

---------(Skip sections below that do not apply)---------

☐ Change Number

☐ Change Title

☐ Change Credits/Contact hours

☒ Prerequisite Change

☐ Edit Description

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

Fall 2013 at the earliest -questfor dept.

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Current prerequisites are (PSYC 103 OR HONS 163) and one of (MATH 104 OR PSYC 211 OR DSCI 232). These were intended to make the course equally accessible to both Psychology majors and Business majors. As it happens, most Business majors take ECON as their GenEd Social Science course, so have typically not had PSYC 103. Thus the first element of the proposal is to add “OR MGMT 301” within the first set of parentheses, thus allowing Organizational Behavior (within Management) to serve as a basic human behavior course along with PSYC 103. As students should have both exposure to issues of human behavior and to fundamentals of statistics, the second element of this proposal is to eliminate MATH 104 from the prerequisites.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes ☒ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours 3
B. Credit Hours 3

Is this course repeatable? □ yes ☒ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

CURRENT CATALOG DESCRIPTION:

MGMT 377 Psychology of Entrepreneurship (3)

Entrepreneurial ventures begin when people recognize and act upon market opportunities. From the time of an initial business idea to the time a firm is organized, the critical processes involve the psychological characteristics and actions of individuals. This course examines those processes in detail through lectures, discussion, and cases.

Prerequisites: PSYC 103; one of: (MATH 104 or PSYC 211 or DSCI 232).

CHANGE PREREQUISITES TO:

Junior standing; (PSYC 103 OR HONS 163 OR MGMT 301); one of: (PSYC 211 OR DSCI 232)

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Original prerequisites were intended to make the course equally accessible to both Psychology majors and Business majors: some introduction to human behavior accompanied by some introduction to statistical analysis. As it happens, most Business majors take ECON as their GenEd Social Science course, so have typically not had PSYC 103. The proposal is to add “OR MGMT 301” within the first set of parentheses, thus allowing Organizational Behavior (within Management) to serve as a basic human behavior course along with PSYC 103. Junior standing is added to more effectively equalize the likely class standing of the Psychology and Business students. Finally, MATH 104 is eliminated to make the prerequisites conceptually comparable across the two disciplines.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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<tr>
<td>1 Effective communication.</td>
<td>The course includes written assignments and both group and individual presentations. One of the latter is graded on a pass-fail basis, with high standards for what constitutes a passing performance.</td>
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<td>2. Ethical awareness.</td>
<td>Investors, bankers, employees, suppliers, customers, and even the entrepreneur’s family members often make competing role demands on the entrepreneur. The study of ways in which entrepreneurs navigate among these competing demands heightens the student’s own ethical awareness. Interviews with entrepreneurs will require IRB approval.</td>
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<td>3. Global awareness</td>
<td>The course includes readings written by international scholars and provides an introduction to data from the Global Entrepreneurship Monitor. Familiarity with the GEM results will be indicated in student projects.</td>
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4. Problem-solving ability. Students will be asked to develop operating procedures for their project teams and interview materials that could be used to assess entrepreneurial behavior. Successful projects will receive passing grades.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course? Because the course is taken by Psychology majors and by Business majors, working in interdisciplinary teams, it allows both to build on their prior work in their home disciplines. More importantly, it provides students the opportunity to learn from one another, not merely from the professor.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   Date: 9-6-12

2. Signature of Academic Dean:

   Date: 9/19/12

3. Signature of Provost:

   Date: 11/7/13

4. Signature of Curriculum Committee Chair:

   Date:

5. Signature of Faculty Senate Secretary:
Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.