• In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
• You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

ENTR 200 Course Form
Minor Form (Add a new minor)

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature]

__________________________________________ Date: __________

2. Signature of Academic Dean:

[Signature]

__________________________________________ Date: __________

3. Signature of Provost:

[Signature]

__________________________________________ Date: __________

4. Signature of Business Affairs (only for course fees):

__________________________________________ Date: __________

☐ fee approved on __________
☐ BOT approval pending

5. Signature of Curriculum Committee Chair:

__________________________________________ Date: __________

6. Signature of Budget Committee Chair (only for new programs):

__________________________________________ Date: __________

7. Signature of Academic Planning Committee Chair (only for new programs):

__________________________________________ Date: __________

8. Signature of Faculty Senate Secretary:

__________________________________________ Date: __________

Date Approved by Faculty Senate: ____________
David and Tom:

I received your new minor package (along with new course proposal for ENTR 200) today and I think it is a very exciting development. In your cover narrative, I was especially pleased to see that the minor will be available to students outside the School of Business. My question is about the pre-requisite structure and the limitations it imposes on non-school of business students. The core requires ECON 200, a course exceptionally difficult for non-business students with class standing lower than junior or senior to get; and ENTR 321 with PR of ACCT 203 and MGMT 301 each with junior standing pre-requisites. Within the Elective course list, there are 8 courses from which to choose at least 3 but ENTR 405 has 7 PR not covered in the core, MGMT 377 has 2 PR not covered in the core, and MGMT 403 has one.

This structure effectively creates an 18 hour core and a much shorter list of electives for a non-business major. All of this is, of course, your prerogative but you need to be explicit about all of the courses required.

We don’t have program of study worksheets for minors in the catalog yet so instead I would ask you to revise page 2 of 4 in the minor proposal and list the PR and CO for each course out to the side. Although a student could choose his/her electives such that no additional courses are necessary, ENTR 321 is a required core course with two required PRs and so the total number of program hours required would be 27, not 21.

The signature page is fine as is. You can submit the revised form electronically.

Please let me know if you have any questions. When the RO reviews the submission they may have other questions, but in the interest of time I thought I would get you started on this part.

Best, Lynne

Lynne E. Ford
Associate Provost for Curriculum and Academic Administration
Professor, Political Science
College of Charleston
210 Randolph Hall
66 George Street
Charleston, SC 29424
Phone 843-953-6531
Fax 843-953-5840
Lynne,

Thank you for your prompt attention to our proposals. We are also quite excited about them. I have added the pre-requisites to page 2 as requested.

I would like to make a couple of points in addition, particularly if it helps you and the curriculum committee.

First, the current proposal is a compromise that the entrepreneurship faculty reached with the School of Business curriculum committee. The original version did not include ECON as a requirement and listed ENTR 321 as an elective, for the very reasons you bring up – the prerequisite burden. However, it was rejected by the committee.

Second, as part of the compromise, we discussed dropping MGMT 301 as a prerequisite for ENTR 321 and the committee was generally favorable to the idea. That obviously won’t get done this year, but it is something we’re planning. We will consider that as we take a holistic look at all of our prerequisites in the coming months, particularly given the ENTR 200 course passes through the senate.

Lastly, for clarification, the MGMT 403 course prerequisites are an either/or rather than and, so students completing the core would not need to take any additional courses to enroll.

If there is anything else that I can provide, please let me know.

Regards,
Dave

David J. Hansen, Ph.D.
Associate Professor of Entrepreneurship
Department of Management and Entrepreneurship
School of Business
College of Charleston

Office: Tate Center 308
Phone: 843-953-6447
To: Faculty Curriculum Committee  
From: Department of Management and Entrepreneurship, School of Business  
Subject: Proposal for a new minor in Entrepreneurship  

To Whom It May Concern:

We have attached the Minor Form and a New Course Form (for ENTR 200, Entrepreneurship Theory and Practice) needed to propose a new minor in Entrepreneurship.

The majority of new businesses created in America are founded by individuals who have degrees in the liberal arts and sciences, rather than degrees in Business. This is one of the reasons that the Ewing Marion Kauffman Foundation – the premiere supporter of entrepreneurship education initiatives – established its various “entrepreneurship across the curriculum” initiatives. One of the most successful of these is located at Wake Forest University, another liberal arts and sciences university in many ways similar to the College of Charleston. The establishment of an Entrepreneurship minor at the College of Charleston will enhance the College’s attractiveness to students interested in creating their own businesses based on their disciplinary backgrounds. It will also provide College of Charleston students who do not elect to major in business with the tools they need to increase their chances of success in entrepreneurial ventures.

Evidence of the potential value of this minor is suggested by two facts. First, in most recent years, our current introductory entrepreneurship course (ENTR 320) has enrolled from 150-225 students per year. Second, across all of our ENTR 320 courses, at least one-quarter of the enrolled students (sometimes as high as one-third of the students) are not majoring in Business. Clearly there is interest among the non-Business students for offerings in entrepreneurship, and the proposed minor is a response to this demand.

Thank you very much for your consideration.

[Signature]

Dr. David J. Hansen

Countersigned by Thomas Kent, Chair of the Department of Management and Entrepreneurship.
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: David J. Hansen  Phone: 953-6447  Email: hansend@cofc.edu

School: School of Business  Department or Program: Management and Entrepreneurship

Name and Acronym of Minor: Entrepreneurship ENTR

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [X] Add a New Minor (complete all portions)
- [ ] Change an Existing Minor (complete C, D, E, G, H, and I)
  - [ ] Add existing course or courses to requirements or electives
  - [ ] Add new course(s) to requirements or electives (attach completed course form for each)
  - [ ] Delete courses from requirements or electives
- [ ] Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): _______
Number of Proposed Credit Hours (for new or changing minors): _18____

Catalog year in which changes will take effect: FALL_2014__________

- [ ] Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

- [X] Yes—Which major(s) or concentration(s)? Business Administration - Entrepreneurship concentration_

- [ ] No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For

This form was last updated on 6/6/2013 and replaces all others.
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

In order to stay competitive and relevant, all organizations seek new opportunities. The entrepreneurship minor prepares students to be able to find or create new opportunities, research and develop those opportunities and communicate them effectively to stakeholders. It is ideal for any student who plans to eventually own their own businesses, work for/with someone else starting a new business, work at a small or large entrepreneurial company, or work for an organization that deals with entrepreneurs or in any job that requires a combination of business skills and creative thinking.

Requirements
Credit Hours: 21

Core Courses (12 credit hours)
ECON 200 – Principles of Microeconomics; PR: None
ENTR 200 – Entrepreneurship Theory and Practice; PR: Sophomore standing
ENTR 320 – Principles of Entrepreneurship; PR: Junior standing
ENTR 321 – New Venture Planning; PR: ACCT 203, MGMT 301, ENTR 320

Electives (9 credit hours)
Choose three courses from below, at least one of which must be either ENTR 406 or ENTR 407
ENTR 335 – Financing New Ventures; PR: ENTR 320, PR or CO: ENTR 321
ENTR 405 – Small Business Management; PR: ACCT 203, 204, ENTR 320, MGMT 301, FINC 303, ECON 200, 201, MATH 104, junior standing
ENTR 406 – Social Entrepreneurship; PR: ENTR 320
ENTR 407 – Ecopreneurship; PR: ENTR 320 or EVNT 200
ENTR 451 – Health Sciences Entrepreneurship; PR: ENTR 320 or instructor permission
MGMT 351 – Minority Entrepreneurship; PR: junior standing
MGMT 377 – Psychology of Entrepreneurship; PR: junior standing, PYSC 103 or HONS 103 or MGMT 301, PYSC 211 or DSCI 232
MGMT 403 – Entrepreneurial Leadership; PR: ENTR 320 or MGMT 345

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e. g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

The current Principles of Entrepreneurship course (ENTR 320), which is open to any student of at least junior standing, typically serves 150 - 200 students per year. Of those students, typically one-quarter have a major from outside the school of business. Additionally, several of the entrepreneurship courses are highly interdisciplinary and attract students from the liberal arts and sciences. Ecopreneurship (ENTR 407) is an elective for the Environmental Studies minor (and includes EVNT 200 as one of two possible pre-requisites). Psychology of Entrepreneurship (MGMT 377) and Health Sciences Entrepreneurship (ENTR 451) frequently attract students from psychology and biology, respectively. Numerous highly successful entrepreneurs, including Steve Jobs, suggest that entrepreneurs need liberal arts and humanities to be successful. The AAUP not long ago recommended integrating entrepreneurship and the liberal arts. Currently the only degree offering of entrepreneurship is the business administration degree with a concentration in entrepreneurship. Offering
entrepreneurship as a minor will open it up to all students across campus. Entrepreneurship, though rooted in business, is a truly interdisciplinary field. Opening it up to all majors supports this.

The importance of entrepreneurship is growing year by year. The president’s talks about “New Charleston” (e.g. his address to the Senate in February 2013) include many references to the impact of start-ups to the growth of Charleston. The entrepreneurship minor not only prepares students to start these new companies, but also to be better able to work in the chaotic, uncertain environment that start-ups live through in their first few (and sometimes many more) years of existence. Being open to all students on campus, rather than just a selection of business students, helps align their background in liberal arts and sciences with the business needs of new art studios, biomedical companies, tech firms, retail stores, etc.

According to the College's Strategic Plan the core purpose is: “to pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society.” Entrepreneurship is a great tool of empowerment. Additionally, the responsibility requirement (taking Social Entrepreneurship and/or Ecopreneurship) helps entrepreneurship students understand how they can help “enrich society.”

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</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>
</tr>
<tr>
<td>1. Gain knowledge of the context, concepts and process of entrepreneurship</td>
<td>This will be assessed through quizzes, exams and/or assignments across courses, and especially in ENTR 200 (Entrepreneurship Theory and Practice). Students should receive a passing grade.</td>
</tr>
<tr>
<td>2. Gain ability to conceive and develop entrepreneurial opportunities, articulate them using a business model canvas and test them through a feasibility analysis</td>
<td>Students will engage in a semester long project in Principles of Entrepreneurship (ENTR 320) in which they will conceive and develop entrepreneurial opportunities, articulate them using a business model canvas and test them through a feasibility analysis. Students should receive a passing grade.</td>
</tr>
<tr>
<td>3. Gain understanding of the responsibility that businesses have towards society and the environment.</td>
<td>Students will be required to take Social Entrepreneurship (ENTR 406) or Ecopreneurship (ENTR 407) and should receive a passing grade.</td>
</tr>
</tbody>
</table>

How does this minor 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 minor?

The minor supports the School of Business learning goals – Intellectual Innovation & Creativity and Synthesis. Entrepreneurship is largely focused on addressing extemporaneous problems creatively. ENTR 320, for example, begins with customer-/user-focused research to uncover problems that might be solved through new products and/or businesses. Similarly, ENTR 406 and 407 focus on solving social and environmental problems, respectively, through business. Solving these problems requires resourcefulness and originality. Synthesis is required in several of the entrepreneurship courses, especially ENTR 321, where students integrate their diverse knowledge of organizations, finance, accounting, marketing, operations, etc. to write a business plan. In addition,
the development of new business opportunities (by solving aforementioned problems) in ENTR 320 requires that students draw upon knowledge from multiple disciplines.

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

The minor will overlap with the Entrepreneurship Concentration within the BS in Business Administration. However, students pursuing the concentration will not be allowed to pursue the minor. Additionally, one of the minor requirements (ENTR 320) and one elective (ENTR 321) are required courses for the Computer Information Systems major. The minor is not expected to have an impact on either of these programs.

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs or cost savings are associated with this minor.

I. CHECKLIST.

- I have completed all relevant parts of the form.
- I have attached a cover letter that describes my request and lists all the documents I am submitting.
- I have attached a Course Form for each newly-created or modified course.
- (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.
- I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.
- I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: David Wyman                  Phone: 843-953-5697                  Email: wymandm@cofc.edu
Department or Program: Management and Entrepreneurship          School: Business
Subject Acronym and Course Number: ENTR 200
Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☒ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

ENTR 200 is designed to become the new introductory course in entrepreneurship. It will be the “what is,” rather than the “how to.” Currently ENTR 320 (Principles of Entrepreneurship) is an introduction that combines the “how to” with the “what is,” an arrangement that becomes increasingly unsatisfactory as both theory and practice become more complex. Consequently, ENTR 200 will serve two purposes. First, it will provide an earlier opportunity for students to start taking entrepreneurship courses. This is especially desirable for non-business students who might be interested in the Entrepreneurship Minor being proposed in conjunction with the initiation of ENTR 200. Second, introducing this course, especially at a 200-level, allows us to later (next year) change ENTR 320 to focus more specifically on business modelling and feasibility analysis. In addition, we plan to add ENTR 200 as a pre-requisite to ENTR 320 and several other courses that have ENTR 320 as a pre-requisite. We have found that many business students wait until late junior year or senior year to take ENTR 320 and then have a difficult time trying to complete a concentration. We would expect that non-business students interested in the Minor would confront similar timing issues. By moving the primary pre-requisite to a 200-level, students will be more likely to take the course earlier in their programs and thus complete a concentration (or the proposed Entrepreneurship Minor) without needing to distort their degree progress in their last semester or two.

This form was last updated on 06/03/13 and replaces all others.
D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Currently the course will not affect any programs, but will likely affect ENTR 320. It is expected that enrollment in ENTR 320 will decrease minimally in the short term, and more significantly in the longer term once ENTR 200 is added as a prerequisite for ENTR 320. ENTR 200 is included in the proposed Entrepreneurship Minor.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study 
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study 

Course title: 
Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.): 

Cross-listing, if any: 

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Management 
School: Business 
Subject Acronym: ENTR 
Course Number: 200 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study 
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study 

Course title: **Entrepreneurship Theory and Practice** 
Course description (maximum 50 words, exactly as it appears in the catalog):

This course provides an introduction to theoretical and experiential issues in entrepreneurship including the language of entrepreneurship, creativity and innovation, lean startups, business models, intrapreneurship, and learning from both successful and unsuccessful ventures. Readings, lectures, and live case discussions with entrepreneurs will be used to explore these and related issues.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Sophomore standing (30 hours).

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? □ yes ✗ no 
If so, which course? __________

*Note: You must deactivate that course by submitting an additional Course Form.*

Cross-listing, if any (submit approval from relevant department): 
*Note: Cross-listed courses are equivalent.* 

Is this course repeatable? □ yes ✗ no If yes, how many total credit hours may the student earn? ___

This form was last updated on 06/03/13 and replaces all others.
Is there an activity, lab, or other fee associated with this course? □ yes ☒ no What is the fee? $_____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs or cost savings are associated with this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>1. Gain knowledge of the context and language of entrepreneurship</td>
<td>This will be assessed through quizzes, exams, presentations and/or assignments. Students should receive a passing grade.</td>
</tr>
<tr>
<td>2. Identify and describe common characteristics and behaviors of ethical entrepreneurial leaders</td>
<td>Students will engage with live case studies of entrepreneurs during the semester long project. This will be assessed through quizzes, exams, presentations and/or assignments. Students should receive a passing grade.</td>
</tr>
<tr>
<td>3. Review new business concepts that confront social, environmental and/or economic challenges at local, national and international levels</td>
<td>This will be assessed through quizzes, exams, presentations and/or assignments. Students should receive a passing grade.</td>
</tr>
<tr>
<td>4. Persuasively pitch new venture ideas via oral presentations and evaluate new venture pitches</td>
<td>Students will be required to give three elevator pitches and convince a group of potential investors to invest in your idea. Students will also have to evaluate other students’ pitches. Students should receive a passing grade.</td>
</tr>
</tbody>
</table>

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?

The course supports the School of Business learning goals - Intellectual Innovation & Creativity and Synthesis. Entrepreneurship is largely focused on addressing extemporaneous problems creatively. ENTR 200 provides fundamental learnings that will help later courses, such as ENTR 320 and ENTR 321 focus more deeply on customer/user-focused research to uncover problems that might be solved through new products and/or businesses. In addition, the understanding of new business opportunities (by solving aforementioned problems) in ENTR 200 requires that students draw upon knowledge from multiple disciplines.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☑ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Proposed new Minor in Entrepreneurship.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 06/03/13 and replaces all others.
ENTR 200: ENTREPRENEURSHIP THEORY AND PRACTICE  
Syllabus – Fall, 2014

Class meets: MWF: TBD  
Office: Tate Center, Room 311  
Phone: 858-229-9028  
Lecturer: Dave Wyman, Ph.D.  
Office Hours: TBD  
E-mail: wymandm@cofc.edu

“One person with passion is better than forty people merely interested.” ~ E.M. Forster

COURSE DESCRIPTION:
This course provides an introduction to theoretical and experiential issues in entrepreneurship including the language of entrepreneurship, creativity and innovation, lean startups, intrapreneurship, and learning from both successful and unsuccessful ventures. Readings, lectures, and live case discussions with entrepreneurs will be used to explore these and related issues.

PREREQUISITE:
Sophomore Standing (30 hours). Students are encouraged to take this course in their sophomore year. This course is open to students from all majors across the university and is the first entrepreneurship class in the entrepreneurship concentration.

TEXT:

COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
1. Know the context and language of entrepreneurship
2. Identify and describe common characteristics and behaviors of ethical entrepreneurial leaders
3. Review new business concepts that confront social, environmental and/or economic challenges at local, national and international levels
4. Persuasively pitch new venture ideas via oral presentations
5. Evaluate new venture pitches

SOBE LEARNING GOALS:
This class addresses the four Learning Goals established by the School of Business and Economics:
1. Communication skills – written assignments and oral presentations
2. Global and civic responsibility – review of socially- and environmentally-responsible entrepreneurship; additionally global awareness is integrated throughout the course
3. Intellectual innovation and creativity – portions of the course material cover creativity and innovation
4. Synthesis – the final project applies the theoretical lessons learned to the live cases presented throughout the semester

DEPARTMENT STATEMENT OF EXCELLENCE:
The Department of Management & Entrepreneurship believes organizations have an obligation to optimize the "Triple Bottom Line;" that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets. As teachers, we seek to prepare our students to be global
citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

METHOD OF EVALUATION:
Your final grade will be based on the following:

<table>
<thead>
<tr>
<th>Modules</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PechaKucha Text Presentations</td>
<td>20</td>
</tr>
<tr>
<td>Elevator Pitches with Executive Summaries</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE:
Late assignments will NOT be accepted. Final course grades will be determined as follows (percentages of total possible points):

- 92+ = A
- 82-87.9 = B
- 72-77.9 = C
- 62-67.9 = D

ACADEMIC INTEGRITY POLICY:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student's actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

DISABILITY STATEMENT
The College will make reasonable accommodations for persons with documented disabilities. Students
should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

ATTENDANCE POLICY
Class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student three absences, no questions asked, no penalty. All further absences over this limit will reduce the student’s participation grade, no questions asked, no excuses of any kind accepted. Students who miss a class will be given a “zero” for the day. The use of laptops or cell phones during class also leads to a “zero.” Class meetings start promptly. Habitual lateness (and leaving class early) will be noted as evidence of low course commitment and similarly be penalized. Four “zero’s” and the student has failed the course.

If you are unable to attend or will be late for a class meeting, please send an e-mail to the instructor in advance of the class. These notices should not be construed as permission to be absent or late. If in the event of some emergency, the instructor is unable to meet class, you are authorized to leave after waiting for fifteen minutes.

PARTICPATION
You will need to come to class prepared, having read the required materials or completed the expected assignment. As this course is taught in a studio format, there are few lectures from the readings. Most of the benefits of this course will only occur when students undertake the effort to engage in the many exercises and activities that are scheduled each week. This is a “hands on” course, where the learning and insights about the process of new venture creation are gained in direct proportion to the time devoted to these efforts. Showing up for each class session is a necessary but insufficient condition for meeting the course requirements. Students are expected to participate actively and thoughtfully.

ASSIGNMENT EXPECTATIONS
Expectations for Written Work: Following the School of Business learning goal of effective communications, all written work (including presentations) must be completed in professional style, and follow basic principles of effective written communication. As any potential investor (or employer) would expect, all written work should be neat, well organized, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count as part of the grade on all assignments (including presentations).

USE of PDA DEVICES:
The use of all PDA devices, including cell phones and laptop computers, pads and pods is expressly forbidden in the classroom during lectures and class discussions. Texting, receiving or sending messages, cell phone use, or the use of laptop computers during these times will result in immediate dismissal from the lecture with an absence recorded. Students must keep these devices turned off and out of sight during class. It is a violation of this policy to keep such devices on your lap. Of course the use of these devices during team meetings in class to prepare cases or assignments is not prohibited.

PECHAKUCHA CHAPTER PRESENTATIONS – 20 POINTS
Students will form teams and make brief PechaKucha format presentations from our texts. PechaKucha Night was devised in Tokyo in February 2003 as an event for young designers to meet, network, and display their work in public. The presentation format is based on the idea of presenting a PPT image every 20 seconds. Teams have 6 minutes, 40 seconds to present (20 slides). It's a format that makes
presentations concise, and keeps things moving at a rapid pace. Please load your presentation before class. All presentations start promptly at the beginning of class unless otherwise informed.

**ELEVATOR PITCHES with Executive Summaries – 30 POINTS**

As a prospective entrepreneur an important skill you should have is the ability to pitch an idea. Over the course of the semester you will develop this skill by giving three elevator pitches. You will select a recently launched company and pretend to be one of the founders. Your task is to convince a group of potential investors to invest in your idea. The potential investors will be a mix of your classmates, your professor and (potentially) real investors. Your grade will be based on clarity of the concept and how persuasive your pitch is. You will have just 60 seconds to make your pitch. For each business opportunity you will create an executive summary of your pitch highlighting the key entrepreneurial details including problem, solution, opportunity, and financing. There will be three elevator pitches over the course of the semester; each is worth 10 points.

**QUizzes – 100 POINTS**

There will be 10 quizzes throughout the semester. The quizzes will be based on prior readings including articles, speakers and even this syllabus. Quizzes are based on your knowledge, understanding and application (i.e., not just regurgitation of definitions) of entrepreneurial concepts covered in the texts and in class. Questions will be a mix of multiple choice, short answer and essay. You must be present to take the quiz. There will be no make-ups — if you miss class you receive a zero for the quiz. If you have a valid, written excuse for missing class you may submit that to me within one week of the quiz in order to receive credit (the class average). Excuses turned in more than a week after the quiz date will not be accepted — your grade for the quiz will remain a zero. The value of the quizzes will vary, but will add up to a possible 100 points.

**Final Exam – 100 POINTS – ENTREPRENEURSHIP: Integrating Theory and Practice**

You have been asked to write a book on entrepreneurial leadership for starting entrepreneurs. To do this you need to compile the lessons from all of the guest speakers in our class. What are the five key entrepreneurial leadership lessons that you have learned? Please integrate the lessons from our guest speakers with theoretical lessons learned in class.

a. Title page – Present a title for your case study and use photos or graphics to creatively illustrate the main theme. Include your name as author.

b. Second page – an executive summary of the five key entrepreneurial lessons that you have learned from participation in the live case studies with entrepreneurs in this class. Please cite a different entrepreneur for each lesson.

c. Third page – how do the lessons from the entrepreneurs confirm or challenge the lessons learned in the text. Please single space in font size 11.

d. Final page – Copy and paste verification that you have completed the student assessment of instructors.

Please make the presentation visually attractive and meaningful. Creativity and originality of your title, the presentation and graphics is important! Please do not go beyond the 5 pages. The final exam is due in PDF format by e-mail on the exam date and time as specified in the College calendar.

**ENTREPRENEURSHIP CONCENTRATION:**

The entrepreneurship concentration is ideal for anyone that plans to eventually own their own business, work for/with someone else starting a new business, work at a small or large entrepreneurial company or in any job that requires a combination of business skills and creative thinking. To learn more about
the concentration visit the student success center, talk to me or any of the other entrepreneurship professors or come to Entrepreneurship Pizza Night (below).

ENTREPRENEURSHIP PIZZA NIGHT:
At least once a month, the entrepreneurship faculty, former entrepreneurship students and possibly an entrepreneur or two, will gather at Mellow Mushroom. Entrepreneurship students (current, future and former) are welcome and encouraged to stop by. This is a great chance to meet other entrepreneurship students and faculty. There are no agendas during these gatherings ... unless you bring one. So bring your questions, ask for advice, pitch your business ideas, share your entrepreneurial stories, talk about classes or just hang out. We’ll buy the pizza!

ENACTUS (SIFE):
Enactus (formerly, Students In Free Enterprise – SIFE) is the largest student organization in the world, dedicated to teaching others concepts such as entrepreneurship and business ethics. Enactus is a partnership between business and higher education that is preparing the next generation of entrepreneurs and business leaders to create a better world for everyone. It is a great resume builder and networking opportunity. A global non-profit organization, SIFE runs projects like Technology for Africa, Lemon-Aid Stand, and more importantly CUBE your coffee and snack bar (Lobby of Beatty/Tate).
ELE 301: Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction to entrepreneurship</td>
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<tr>
<td>Week 2:</td>
<td>Corporate Entrepreneurship</td>
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<tr>
<td>Week 3:</td>
<td>Entrepreneurial Strategy</td>
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<td>Week 4:</td>
<td>Creativity and Business Ideas</td>
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<td>Week 5:</td>
<td>Opportunities</td>
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<td>Week 6:</td>
<td>IP and Legal Issues</td>
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<td>Week 7:</td>
<td>Business Plan</td>
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<td>Week 8:</td>
<td>Marketing Plan</td>
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<td>Week 9:</td>
<td>Organization Plan</td>
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<td>Week 10:</td>
<td>Financial Plan</td>
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<td>Week 11:</td>
<td>Capital</td>
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<td>Week 12:</td>
<td>Growing the Venture</td>
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<td>Week 13:</td>
<td>Succession and Harvest</td>
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<tr>
<td>Week 14:</td>
<td>Wrap up</td>
</tr>
<tr>
<td>Finals Week</td>
<td>Final Exam Due</td>
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</tbody>
</table>

It is each student’s responsibility to attend class and hear any schedule adjustments from me and regularly check our class Oaks site for changes to the schedule and other course information. I reserve the right to modify this syllabus.