

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

Request for: Course change _____ Course deletion _____ Course addition X
(Excluding course credit hour changes)

Submitted by: **Stephen Jones** *SCJ*

Approved by: School Cur. Com: **David Roach** *DWR*
Department Head: **Kevin Mason** *KM*
Dean of School: **Tom Tyler** *TT*

Reviewed by: Registrar: **Tammy Rhodes** *Tammy Rhodes*
Vice President: **Jack Hamm**

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: **MGMT**

Number: **4063**

Title for Catalog: **Entrepreneurial Development**

*Title for Course Inventory (24 characters):

Description: **Pre-requisites – approval from instructor. The course is designed to increase the students' understanding of critical entrepreneurial and venture creation concepts through practical applications and through textual readings. Specifically, students will take preliminary small business plans and develop and formalize plans that will be submitted for competition consideration at the annual Donald W. Reynolds Governor's Cup business plan competitions.**

Effective date or term: **Spring 2008**

*Course fees: None

app CC 11/19/07
app FS 12/3/07

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The proposed course would serve as an MGMT elective which could be used to satisfy 3 hours of the required MGMT electives needed by MGMK majors. This topic has been taught as a "Special Topics" course and to prepare students to compete in "The Governor's Cup" business plan competition. This proposed course is limited to select students who are found to be of high motivation, initiative, and commitment. These students must be willing to develop business plans for the purpose of submitting these plans for competitive purposes at the Governor's Cup. Successful business plans offer the opportunity for students to receive large cash prizes (approximately \$20,000 for first place), tremendous practical application of their entire business curriculum, possible job contact networking and strong publicity for the university. The course is designed to be taken by select (approved by faculty) business and possibly non-business upper-class students.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

MGMK majors are required to complete at least 6 hours of MGMT electives and this elective course would give a select few students more options in terms of the electives they choose to study as part of their major requirements.

C. Is this course part of any general plan of development within your department? Explain.

Yes, it is designed to give participating students intense practical experience and to serve as a source of powerful publicity for the university. It is also part of an academic development of courses in the entrepreneurial field.

D. How often will the course be offered?

Each spring semester

E. How will the course be staffed?

With current faculty

F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

While it is possible that students from other departments (e.g., engineering, chemistry, biology, computer science) may take this course, the proposed course is not required by any major and will therefore not adversely impact any other departments.

***Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.**

While this is not a core course (required by all departmental majors), it is hoped that this course will, for those students electing to take the course, advance the attainment of various learning objectives, specifically, critical thinking skills, problem solving skills, and the ability to use technology to support managerial decisions (see School of Business Learning Objectives listed below).

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):

The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.

School of Business Learning Objectives

1. Ability to use technology to support managerial decisions.
2. Communication and presentation skills.
3. Written and communication skills.
4. Problem solving skills.
5. Critical thinking skills.
6. Foundation knowledge for business.
7. Understanding the perspectives that form the context for business.
8. Ethical reasoning and behavior.

4063
MGMT 4063 Special Topics: Entrepreneurial Development
Spring Semester 2007

GENERAL INFORMATION

Instructor	Dr. Stephen C. Jones	Phone	479-968-0673
Office	COR 216	Email	sjones@atu.edu
Office Hours	MW 9:00 – 11:00 a.m. TR 9:30 – 11:00 a.m. TR 2:00 – 3:30 p.m.	Websites	http://business.atu.edu/faculty/sjones/sjones.htm http://blackboard.atu.edu/

Required Materials:

Text: (2006). Annual Editions: Entrepreneurship. Ed. Robert W. Price. 5th Edition.

An Active ATU E-Mail Account: You must check your ATU e-mail account periodically for updates and assignments from me. I may ask you to review a specific article or website for class discussion in advance, and these I will post on Blackboard (<http://blackboard.atu.edu/>). You are expected to download and read these articles on your own using the Adobe Acrobat reader which can be downloaded for free from the Adobe website (<http://www.adobe.com/acrobat/>). Other materials or updates will also be posted periodically on this site.

Course Justification/Rationale: This course extends the development of small business strategic processes to the point where an oral presentation to a venture funding audience is possible.

Course Objectives:

To take preliminary small business studies and plans and develop formalized plans for funding review.

To prepare oral presentation materials to simulate a funding presentation made to venture capitalists, bankers and other finance professionals.

To successfully enter and compete at the annual Donald W. Reynolds Governor's Cup.

To increase the students' understanding of critical entrepreneurial and venture creation concepts through practical applications and through textual readings.

POLICIES

Discrimination: Arkansas Tech University is an Affirmative Action/Equal Opportunity Employer. It is the policy of this university not to discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of service. If you have any questions or concerns about discrimination in this course or anywhere on campus, please feel free to contact: Jasmine Wilson, Retention Counselor/Affirmative Action Officer, Doc Bryan 233, Russellville, AR 72801. Phone: (479) 968-0239. Fax: (479) 968-0208. jasmine.wilson@atu.edu

Disabilities: Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending TECH will be integrated as completely as possible into the University community. TECH does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but does assume responsibility for modifying campus facilities and procedures to accommodate individual needs where feasible. Students must register their disabilities with the coordinator for disability services two weeks prior to enrollment to discuss any special arrangements that may be needed. If you have any questions about this policy, please contact: Dr. Carolyn Crawford, Coordinator for Disability Services, Bryan Hall, Room 103, 968-0302. carolyn.crawford@mail.atu.edu

Academic Dishonesty: The student handbook defines this.

Any student found to have committed misconduct, included but not limited to the following list, is subject to the disciplinary sanctions outlined in Article IV:

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any University official, faculty member or office.
 - c. Forgery, alteration, unauthorized use, or misuse of any University document, record, or instrument of identification.
 - d. Tampering with the election of any University-recognized student organization.

Any student found to have committed an act of dishonesty in my class will be liable for sanctions as provided by the policies of this University. I will also assign a grade of F for that student for this course if the student is found to have acted with academic dishonesty in any manner.

Late Assignments: I will allow a student to submit a late assignment for credit with a 25% deduction less any other deductions which are applicable if the assignment is submitted within 24 hours after the due date and time. In-class assignments, presentations and activities cannot be made up or submitted for late credit. If you know you will be missing a class period when an assignment is due, you may e-mail the assignment to me as a Microsoft Word attachment BEFORE the class period. I will consider the sent date and time (as indicated on the e-mail header) as evidence of when the assignment was sent.

Cell Phones and Other Telecommunications Devices: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. **Therefore, I prohibit the use by students of cell phones, pagers, or similar communication devices during scheduled classes. This includes text messaging or other similar use of cell phones and other devices.** All such devices must be turned off or put in a silent mode and cannot be taken out during class. Recording devices (such as tape recorders for taping a lecture) may be allowed if you contact me in advance.

GRADED ASSIGNMENTS

Exams (0 points): There are no examinations scheduled for this course.

In-Class Discussions (Up to 100 points): Each student will be required to review and explain assigned articles from the text for the class. To do so, the student will need to – prior to class – write a short synopsis of key points discussed in the assigned article and provide a copy of that synopsis for each student by the assigned time in the course calendar. This will allow me sufficient time to make copies available for each student prior to class. A form will be provided that each will need to use to submit analyses.

Information Collection, Analysis and Synthesis (200 points): Each student will be required to assist in the collection of, analysis of and synthesis of information pertaining to the presentations prepared by the class for the Arkansas Governor's Cup competition. This information management will continue throughout the semester. This component of the grading process will be subjectively scored by the instructor based upon personal observation and reference and will be influenced in part by peer evaluations received from other students in the class about the student's performance in this area.

Oral Presentation (100 points): As part of a group, each student will help present one of the business plans in the Arkansas Governor's Cup competition if selected. Whether or not the student is selected to be part of the presentation team, he/she will need to participate in the preparation of materials for the presentation team. This component of the grading process will be subjectively scored by the instructor based upon personal observation and reference and will be influenced in part by peer evaluations received from other students in the class about the student's performance in this area.

Grading Scale: I use the traditional 90/80/70/60 scale for this course.