



000226

CLEMSON
School of ACCOUNTANCY

October 21, 2016

MEMORANDUM

To: Enrolled Student Services
104 Sikes Hall

Thru: Sandy Edge
Director, Business Advising Center

Thru: Jessica Martin
Director, AAH Advising Center

Approved. 10/24/16
Sandy Edge
approved 10/28/16
Jessica H Martin

COLLEGE OF BUSINESS

Clemson University
300 Surrine Hall
Clemson, SC
29634-1303

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Subject: Blanket Substitution for Accounting BS Students

Please allow Accounting majors in curriculum years 2013-2014, 2014-2015, 2015-2016 and 2016-2017 to substitute elective hours for PHIL 3440.

Background: An Accounting BS curriculum change replacing PHIL 3440 with elective hours was approved in spring 2016 (see attachment). PHIL 3440 was restricted to Accounting majors and due to our curriculum change and the need to use their resources on other priorities, the Philosophy Department is not teaching the course next spring.

Sincerely,

Jeffrey McMillan, PhD
Interim Director School of Accountancy

Attachment: Curriculum Change and Approval

The entrepreneurship faculty in the Management Department recently completed an in depth curriculum review of our entrepreneurship courses. Our objective was to develop a more coherent and tightly integrated set of courses that will meet the needs of students pursuing our entrepreneurship minor, emphasis area, or select courses. To do so, we engaged in an extensive benchmarking effort of entrepreneurship programs around the country. In tandem with this effort, we also carefully assessed our own strengths and limitations. We considered carefully the courses that we can deliver in a compelling and rigorous way, both now and in the near term. We also considered carefully any changes required to the content of our existing courses, in order to ensure high quality, appropriate integration, and to avoid any unnecessary redundancies. The result is a set of course deletions, changes, and additions—summarized below—which draw on the best practices of other programs, address key gaps in our curriculum, and provide students with a clear course structure that they can understand and flexibly navigate to best suit their interests and needs.

Course Deletions (Fall 2017)

- * ELE 3140 – Venture Creation I.

Course Additions (Fall 2017)

- * ELE 3020 – Entrepreneurial Resource Acquisition
 - 3 credit hours. Prerequisite: Sophomore standing or higher
- * ELE 3030 – Family Business
 - 3 credit hours. Prerequisite: Sophomore standing or higher
- * ELE 4030 – Venture Growth
 - 3 credit hours. Prerequisite: ELE 3010

Course Changes (Fall 2017)

- * ELE 3010 – Executive Leadership and Entrepreneurship I.
 - Change name to: ELE 3010 – Entrepreneurial Foundations
 - 3 credit hours. Prerequisite: MGT 2010
- * ELE 4010 – Executive Leadership and Entrepreneurship II.
 - Change name to: ELE 4010 – Venture Testing
 - 3 credit hours. Prerequisite: ELE 3010
- * ELE 3150 – New Venture Creation II.
 - Change name to: ELE 4020 – Venture Creation
 - 3 credit hours. Prerequisite: ELE 3010
- * ELE 4990 – Executive Leadership and Entrepreneurship III.
 - Change name to ELE 4990: Special Topics in Entrepreneurship
 - 3 credit hours. Prerequisite: Sophomore standing or higher

See next page for a summary of resulting courses and course descriptions

Summary of Resulting Courses and Course Descriptions

ELE 3010 – Entrepreneurial Foundations (only course required for minor and emphasis area)

Students develop an understanding of foundational topics in entrepreneurship and their interconnections. Topics include creativity and idea generation, building effective founding teams, generating business models, achieving product/market fit, establishing legitimacy, and strategies for effective communication. Preq: MGT 2010.

ELE 3020 – Entrepreneurial Resource Acquisition

Students are introduced to core topics of entrepreneurial resource acquisition, including funding sources, timing considerations, valuations, and deal structures. Preq: Sophomore standing or higher.

ELE 3030 – Family Business

Students develop an in-depth understanding of the unique aspects of a family business, including the lifecycles and development stages, distinctive advantages, unique challenges, and specific tensions that family firms face that non-family firms typically do not. Preq: Sophomore standing or higher.

ELE 4010 – Venture Testing

Students evaluate the feasibility of a chosen business concept in the marketplace, applying lean start-up and other key principles from ELE 3010 in practice. Students may choose to further develop, refine, and formalize these business concepts in ELE 4020. Preq: ELE 3010.

ELE 4020 – Venture Creation

Students develop, refine, and formalize a chosen business concept, with a focus on business planning and creating an organization capable of effectively exploiting a viable opportunity. Topics include organization strategy and design, start-up capital, operations and sourcing issues, leadership, and team building. Preq: ELE 3010

ELE 4030 – Venture Growth

Students learn and apply key aspects of managing, leading, and growing entrepreneurial ventures. Attention is given to the functional and relational interdependencies that entrepreneurial leaders must account for and manage in their organizations, which students experience directly through extensive use of a computer-based simulation. Preq: ELE 3010.

ELE 4990 – Special Topics in Entrepreneurship

Students examine selected topics in entrepreneurship based on developments in the field and faculty interests. Emphasis is on the application of these topics to entrepreneurial thinking, behavior, and success. May be repeated for a maximum of six credits, but only if different topics are covered. Preq: Sophomore standing or higher.

000229

Change Undergraduate Course

Change a Course

Subject: ELE-Exec Lead and Entrepren
Number: 3010
Effective Term: Fall 2017
Title: Intro to Entre

Honors Course:

Add Honors Course:

Last Term Course was taught: 201605

Brief Statement of Change Based on Assessment Results:

This change is part of a broader effort to realign a set of ELE course names, numbers, and descriptions to: 1) reflect the evolution of the discipline; 2) match the material taught in these courses; and, 3) be easier to understand, distinguish, and communicate the content, learning outcomes, and relationships between these courses.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
 Alignment of Student Learning Outcomes
 Alternative Delivery of Content
 Improve Time to Degree
 Evolution of the Discipline
 Changing Prerequisites
 Address DWF Rates
 General Education Modifications
 Other (Please specify.)

Change Catalog Title

From Executive Leadership and Entrepreneurship I
To Entrepreneurial Foundations

Change Transcript Title

From Intro to Entre
To Entrepreneurial Foundations

Change Catalog Description

From An overview of entrepreneurship topics: opportunity creation and discovery, business concepts and business models, feasibility and business plans. Financial, managerial, legal, social and ethical issues are also addressed. Preq: MGT 2010
To Students develop an understanding of foundational topics in entrepreneurship and their interconnections. Topics include creativity and idea generation, building effective founding teams, generating business models, achieving product/market fit, establishing legitimacy, and strategies for effective communication. Preq: MGT 2010.

Learning Objectives

Students who take this course will learn and practice the basic processes of starting or managing new ventures. In particular, they will better know when a business opportunity is worth pursuing; recognize the major considerations involved when forming a founding team; understand the fundamental components of a business model; learn and understand "lean start-up" principles; identify target markets that have high pain levels; determine where risks and opportunities lie within the competitive landscape; design products the market really wants, quicker, less expensively and with lower risks; develop a product story that simplifies their sales process; create tactics that are high impact, and easy to implement; improve their management skills to help them achieve business objectives; leverage partners and minimize the risk associated with partnering; recognize what makes a compelling business concept pitch; and, negotiate more effectively with an investor (or as an investor). These foundational concepts provide an important platform for their subsequent development and application in higher-level courses (ELE 4010, 4020, 4030).

Topical Outline

- 1: Introduction
- 2: Creativity and Idea Generation
- 3: Founding Teams
- 4: Business Models
- 5: Analytical Frameworks
- 6: Pain and Priority
- 7: Product/Market Fit
- 8: Market Messages
- 9: Market Adoption
- 10: Market Stakeholders
- 11: Midterm Exam
- 12: Lean Start-up
- 13: Team Meetings
- 14: Entrepreneurial Challenge
- 15: Pitching Your Business
- 16: Final Exam

Evaluation

Undergraduate

A	90	-	100
B	80	-	89
C	70	-	79
D	60	-	69
F	<		60

Weighted percentage of assignments (Written and Case Assignments 15%; Midterm Exam 35%; Final Exam 15%; Project Work 25%; Class Participation 10%)

Syllabus

Upload File: [ELE 3010 Syllabus - Entrepreneurial Foundations-20161026103706.docx](#)

Description: ELE 3010: Entrepreneurial Foundations

Form

User ID: chadn **Name:** Chad Navis

Date: 10/26/2016 **Number:** 24908

000231
11/9/16

Janis L. Niles
Chair, Department Curriculum Committee Date

Prashanth
Department Chair Date

Jack G. Wolf
Chair, College Curriculum Committee Date

J. W. W. W.
College Dean Date

Director, Calhoun Honors College
John D. Stiff Date

Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date
Robert H. Jones 2/6/17

Provost Date

President Date

ELE 3010: Entrepreneurial Foundations

Course Information

Class Time:
Classroom:
Course Web Page:

Instructor:

Office:
Office Hours:
Email:

Course description:

ELE 3010 is a challenging, instructive, and valuable class for students who are considering a career in entrepreneurship. The course covers topics ranging from evaluating potential opportunities and their broader context, assessing the risks in pursuing such opportunities, organizing founding teams, and managing new ventures. Students will gain a deeper understanding of the entrepreneurial process, including how value can be maximized (or destroyed) across different aspects of a business. Course assignments include a combination of readings, case preparations, presentations, writing exercises, and an five-week long “entrepreneurial challenge” project, where student teams identify, launch, grow, and close the short-term business opportunity of their choice.

What this course is not:

ELE 3010 is not intended to be a complete overview of the field of entrepreneurship. It makes no effort to deal with all the complex issues of entrepreneurial practice. Topics such as buying a business, franchising, managing growth, entrepreneurial financing, entrepreneurial marketing, legal complexities, and starting a business from your own idea are introduced but not covered in depth in the course. Other courses within the Spiro Institute and College of Business curriculum go in much greater depth into many of these issues.

Goals of this class:

- Learn and practice the basic processes of starting or managing new ventures
- Actively practice “road testing” an entrepreneurial venture
- Connect ideas and concepts with day-to-day issues and concerns
- Stimulate further interest in entrepreneurship as a student or career objective
- Develop teamwork, written and oral communication skills

Learning outcomes:

- Learn and practice the basic processes of starting or managing new ventures
- Know when a business opportunity is worth pursuing
- Recognize the major considerations involved when forming a founding team
- Understand the fundamental components of a business model
- Learn and understand “lean start-up” principles
- Identify target markets that have high pain levels
- Determine where risks and opportunities lie within the competitive landscape
- Design products the market really wants, quicker, less expensively and with lower risks
- Develop a product story that simplifies your sales process
- Create tactics that are high impact, and easy to implement
- Develop strategies that have a significantly greater likelihood of success
- Improve your management skills to help you achieve your business objectives
- Leverage partners and minimize the risk associated with partnering
- Recognize what makes a compelling business concept pitch
- Negotiate more effectively with an investor (or as an investor)

Rules of the road:

- We start and end class on time
- Turn off cell phones
- No laptops, tablets, smartphones, etc. in class

How to succeed in this class:

- Take initiative and look for opportunities to excel
- Do not let yourself (or your team) fall behind. You might not catch up
- Come to class and participate in discussions
- Prepare for class by completing assignments
- Ask questions when necessary
- Learn how to use the library and other available resources
- Anticipate potential problems or other obstacles and react quickly to them

Attendance:

It is not a good strategy to miss class. It is also disruptive to come to class late. Most of your actual learning takes place when we are in class together, so I expect each of you to take responsibility for the learning effectiveness of our sessions. Naturally, multiple class absences will negatively affect your class participation grade and affect your ability to do well on the midterm exam. In the event that I am late, you may leave after waiting 10 minutes past the beginning of class.

Class cancellations:

In the event that class must be cancelled due to unforeseen events, including inclement weather, power outages, etc., any exam that was scheduled at the time of a class cancellation will be given at the next class meeting unless otherwise directed. Any extension or postponement of assignments or exams must be granted by the instructor via email or Blackboard within 24 hours of the unforeseen (e.g., weather related) cancellation.

Students with disabilities:

Students with disabilities who need accommodations should make an appointment with Margaret Camp, Director of Student Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in G-20 Redfern (telephone number: 656-6848; email: sds-l@clermson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester. In order to comply with the Americans with Disabilities Act (ADA), faculty must follow instructions contained in letters issued by the office of Student Disability Services. All questions should be directed to Dr. Margaret Camp (656-6848).

Clemson University Title IX Statement:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/titel-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He is also the Director of Access and Equity. His office is located at 111 Holtzendorrf Hall, 864-656-3181 (voice) or 864-565-0899 (TDD).

Contacting me:

You can reach me by email at chad@clermson.edu. For simple questions, this is the quickest way to reach me. I will typically respond within 24 hours. For more difficult questions, please set up an appointment to meet with me. Although my official office hours are Thursday afternoons from 1:00-3:00, I am also happy to meet various other times, as necessary, based on your schedule. Just send me an email, and we can figure out a good time for both of us. I encourage you to stay in contact with me regarding any issues concerning

the requirements of this course.

Format and preparing for class:

I will be prepared for every class and I hope you will do the same. This class requires your participation in several ways, with most class time spent in discussion with one another. I sometimes call on students whose hands are not raised. Your contributions to class discussions will be more effective if you prepare in advance by completing the required reading assignments (including cases). Bring your notes to class and prepare to engage with your classmates in small group discussions. Find ways to link the concepts covered in the class and the readings with the business ideas you may have, current events, and aspects of your daily lives. Our class is 75 minutes in length. Plan to set aside at least the same amount of time before each class for the assignments. In addition to individual assignments, you will spend a considerable amount of time working with your teammates on your entrepreneurial challenge project. Although this project is time consuming, I am confident that you will find the experience incredibly rewarding. Please plan accordingly!

Course materials:

We will use an online course packet that can be found on the HBS website, [clicking here](#). Included are digital versions of the required cases and HBS readings for the course. You can also opt to have hard copies of these files sent to you if you choose. In addition, the following supplementary text is highly recommended, but not required. It can be purchased online:

Goetz, Charles F. and Axelrod, Michael E. 2011. The Great Entrepreneurial Divide: The Winning Tactics of Successful Entrepreneurs and Why Everyone Else Fails! Atlanta, GA: Rathskeller Press. 3rd edition preferred, but any are fine. (<\$20 est.).

Academic integrity:

The faculty of the College of Business emphasizes that honesty, integrity, and respect for others are fundamental expectations in our college. As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, lying, cheating, or stealing in any form will not be tolerated. Please read carefully the provisions of the policies, make certain you understand and adhere to them, and ask me to clarify any questions you have regarding them. These policies are in effect for all exams and assignments. Click on the following link to learn more about Clemson's policies on academic integrity.

Grade components:

Unless otherwise specified, all assignments should be submitted online, through the course website (with no paper copies required), and by 8:00am on the day of the class when they are due. The following are the primary assignments in the course, listed in order by their due date. More detailed assignment descriptions can be found on the course website on the days each assignment is due.

Course starter assignments (due 8/20, 1pt)

At the beginning of the course, complete the three brief starter assignments detailed on the course website: your student information sheet, abbreviated resume, and profile picture.

Economist readings (due 8/25, 1pt)

To give you a broader, more macro-level perspective on core facets of entrepreneurship, both in the US and around the globe, read the set of nine brief "special report" articles on the state of entrepreneurship from The Economist. You can find these readings on the course website. Identify the "special report" you found to be the most engaging and post a brief reaction to it (250 words or fewer) on the course website. I encourage you to read and respond to your classmates' posts of interest.

Case responses (due multiple dates, 7pts)

We will use cases to simulate the role of one who initiates, manages, or advises a small or medium size venture. In preparing your cases, please read the case several times to become thoroughly aware of the all the details. Cases draw upon a number of functional areas in business and—as in entrepreneurship more

generally—it is appropriate to seek advice from others if you have difficulty with an issue. Each case has a link to a Blackboard survey, where you will provide responses to a set of assigned case questions. You can complete these surveys individually or with one other person. If you choose the latter option, be sure to put both of your names on the Blackboard survey. Overall, we will discuss the following seven cases in class:

- Ockham: Due 9/1 (1pt)
- R&R: Due 9/10 (1pt)
- FreshTec: Due 9/17 (1pt)
- XM: Due 9/25 (1pt)
- J Peterman: Due 9/29 (1pt)
- TOTO: Due 10/6 (1pt)
- Ventria: Due 10/8 (1pt)

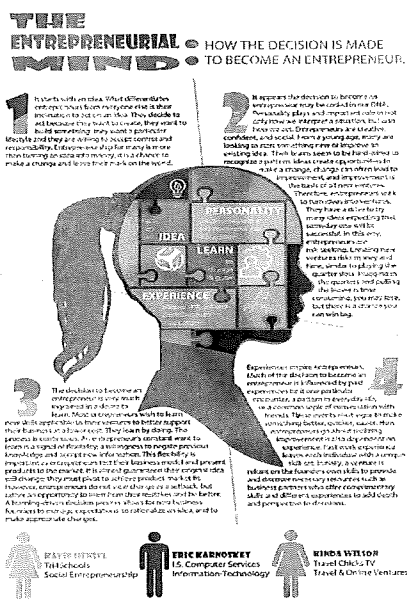
If you are called on in class, be prepared to introduce the case with some of its key background material and issues.

Pathways to entrepreneurship infographic (due 10/1, 4pts)

For this assignment, you will contact three entrepreneurs. These individuals can be family members, friends, or owners of establishments you frequent regularly. Conduct a brief interview to learn how they became an entrepreneur. You may want to ask the following questions: What were the circumstances surrounding their decision? What problem were they trying to solve? What are their revenue and cost drivers? What (if any) work experience did they have prior to starting? What (if any) experiences or skills do they recommend obtaining prior to starting? What advice would you give to anyone considering an entrepreneurial career?

Organize your notes into some common themes about their decision making process and experiences, and convey what you learned by piecing together an information graphic. Students' free access to the Adobe Creative Cloud, which has been made possible through Clemson's recent partnership with Adobe, may be especially helpful. Below is an example infographic from last semester, which you can enlarge by clicking on it. This example is intended for illustration purposes only:

The exact format you choose is entirely up to you and will likely (and should) look quite different from this one. In your visualization, describe the three people you interviewed and the themes you discerned. If you prefer, the names of the interviewees can remain anonymous. Your submission is to be no larger than a single page of 11"x17" in area.



For examples of how to tell "stories" about individuals visually, consider skimming industrial designer/entrepreneur Nicholas Felton's personal data analysis. Here is another example highlighting the relevance of turning data into infographics in today's world. You are free to use any software (e.g., Canva, Pages, Illustrator, Word) to create your visualization.

Midterm exam (10/20, 35pts)

This exam will be comprehensive of all material covered up to that point in the semester. Please review your schedule now to determine if any potential conflicts exist with this exam date. I will do my best to accommodate conflicts, but I cannot guarantee this will be possible. The sooner you let me know, the better.

Entrepreneurial challenge (EC) overview (due multiple dates, 40pts)

You will have from October 22nd through November 18th to conceive of, launch, and close a not-yet-developed business idea. The rules are fairly simple:

- Teams must have a total of 4 or 5 students (no fewer or more)
- Your team must start with at least \$50 in start-up capital
- Your initial funds can be raised yourself or borrowed from me
- You have until midnight on November 18th to complete your business operations
- You will be assessed (in small part) based on your return on original investment
- You will owe expenses to the government (i.e., me, Prof. Navis) as follows:
 - 1) Rent of \$10 (covering the entire period) whether you were profitable or not
 - 2) Taxes of 20% of your profits before taxes (unlike reality, before any donations)
 - 3) Interest of 10% over the entire period on any initial funds you borrowed from me
- Government funds will be pooled and spent according to the wishes of the class
- You may not incur any liabilities or other risk beyond the start-up investment
- You must stay in compliance with all laws. If you are unsure of compliance, ask me
- On December 1st, all owed funds should be brought to class in an envelope
- Write "Amount for Government," each of your names, and the amount on the envelope

EC: Team charter (due 10/29, 1pt)

In your team charter statement, you will outline how you plan to conduct business within your team. Elect a team leader who will serve as a point person with the instructor, run meetings, and develop agendas, and to ensure that deadlines are met and instructions are followed. Define roles and responsibilities. Divide project requirements based on interests and expertise. Decide how to complete work. Solo work tends to work well for preliminary research and analysis. Joint work (in pairs) tends to work well for discussing findings, brainstorming ideas, and pairing off based on skills and interests. Group work tends to work well for assigning tasks and pulling together components into one document, troubleshooting issues, and resolving conflicts. Identify communication strategies like the use of email and online file sharing. Similarly, decide how to stay in touch with each other and other constituents: Through the team leader? Individually, based on tasks? Set expectations for meeting, including how and when to meet, attendance and contributions. Discuss how to handle differences in such areas as work styles and perspectives. Establish how you will handle financial matters on the team (e.g., accounting, equity distribution, etc.). Once you have completed the charter, you may wish to spend a few minutes setting up chosen document management and communication mediums to help support your efforts. Some options to consider include: Google Docs, Google+, Skype, Dropbox, and Box (UW provides each student 50GB of free storage). I am glad to discuss some of these alternatives with you and your team if you are interested.

EC: Financials (statements due 10/9, 11/5, 11/12, & 11/19 4pts, plus final ROI 4pts)

You will submit your project-to-date financials at four different period over the course of the Entrepreneurial Challenge project. An Excel template will be provided and described for completing these updates. At each of these check-in points, I will be extracting your team's ROI to date and plotting it against the ROIs of the other teams to visually depict where your performance stands relative to the other teams taking the course. This graphic will be accessible through the "Challenge Leaderboard" page at the top of this blog. Additionally, a small component (4 points) of your final grade will be based on the return on your original investment that you generate from your efforts. As an incentive to maximize your sales efforts, the team with the highest return will receive full credit for this portion of their grade; however, the downside risk is relatively small given the small number of points of which this portion of your grade is comprised, and the fact that I will not assign a grade for this portion lower than 85 (for the team with the lowest return). All final grades for this portion will range between 85-100.

EC: Blog (due 12/3, 9pts)

Throughout the challenge, your teams will establish and maintain a Blogger blog (like this one), where your team will chronicle your entrepreneurial challenge story. Some of your entries will pertain to specific project requirements, while others can be more general entries of interest, such as news relevant to your chosen business concept, edited video footage from team meetings, market research, sales efforts, etc., or general links or videos of interest to entrepreneurship. You will also have access to other teams' blogs through the links on the right-hand side of my blog. Be sure to check out these blogs for ideas and inspiration. You will be graded based on the quality of the portfolio of entries in your blog over the course of the semester. Overall, your blog should capture the evolution of your planning, efforts, analyses, supporting concepts, and reflections that comprise the broader "story" of your challenge experience--one that brings your project to life in an engaging, compelling way. Another important facet of your blog is that it will need to include three separate pages where you will post the following key deliverables for this project: 1) Your team charter; 2) Your business model canvas and write-up; and, 3) Your final video presentation.

You will be expected to enter at least one blog entry per week, but you can have as many entries as you would like. Candidate blog entries include things like status updates (e.g., major issues you are tackling, notable successes, ongoing efforts); key assumptions and ways you are testing them; adjustments or pivots that you have found necessary and the rationale behind them; and lessons learned in various areas. In addition to these topics, you are encouraged to make regular connections between the topics we have discussed in class and your entrepreneurial challenge efforts. Much of what we discuss in class will have direct application to your entrepreneurial challenge projects. By linking these two facets of the course in your blog entries, you will find the relevance, value, and impact of the course and this project to be significantly greater.

EC: Presentation (due by noon on 12/3, 9pts)

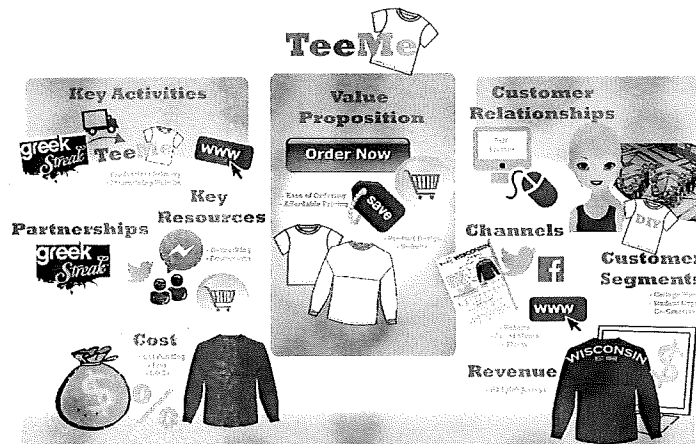
In addition to your final write-up, you will be presenting your entrepreneurial challenge project. This presentation is different from most presentations for a couple of reasons. One is that it will be entirely in video format. We will play your video clip presentations in the final class period. The other is that there are few prescribed guidelines for what it can entail. Be creative! Imagine you were blogging about doing an entrepreneurial challenge and wanted to share your insights and experience through a video clip on your blog. Or maybe even recruit new employees to join you with your continued challenge efforts? What would this video look like? You have that opportunity with this presentation. The main goal is to make your team's specific entrepreneurial challenge efforts "real" to the other participants in a way that is informative, engaging, and entertaining. Presentations should be no longer than 5 minutes, developed in a sharable file format (e.g., .mov, .mpeg, .mpeg4, .avi, .wmv, .flv), and posted to your blog. When developing your presentation, you can draw on the content included in your write-up, but you are not limited to these topics, concepts, and ideas. For illustrative purposes only, here are a couple of example presentations from last semester (you are encouraged to deviate from these considerably if you choose):

Final Exam: EC: Write-up and business model canvas (due by 2pm on 12/11, 15pts)

The final write-up (and business model canvas) for your entrepreneurial challenge project will give you the opportunity to apply many of the main ideas and concepts that we will have covered in class throughout the semester, and which are reinforced in the TGED text, to your entrepreneurial challenge concept. In this assignment, you will assume that you and your team would like to continue working on the business that you initiated in this course (whether true or not) and evaluate whether the opportunity is worth pursuing forward. The entire write-up should be no longer than the equivalent of 12 single-spaced pages and organized and presented in a way that is clear, concise, coherent, and engaging. Beyond these guidelines, there is no formal structure mandated. The content of your write-up should include the following type of information, but you are encouraged to use discretion and place emphasis on the particular facets of the project that you found to be most meaningful:

- Visual depiction of the business model canvas for your business concept and a description of each corresponding business model component. For your visual depiction, provide a quick, yet substantive understanding of the core facets of your business concept. Below is an example canvas from last year for illustration and inspiration (which you can click on to enlarge). There is no required format for this

assignment, meaning that your graphic can look quite different from this one:



- Description of your business concept (what is it? how did you come up with the idea?)
- Business model evolution (decisions made, assumptions, changes and rationale, etc.)
- Customer profile (how did they hear about you? many repeat customers? feedback?)
- Marketing strategy (what worked well? poorly?)
- Pictures of customers enjoying your product/service (can customers send you these?)
- Next steps (fictitious)
- Course topic tie-ins
- Team assessment (common goals? incentives? what worked well? poorly?)
- Primary lessons learned

Course reflection (due 12/11, 1pt)

At the end of the semester, you will have an opportunity to summarize the key themes you learned. To assemble the "raw materials" for this assignment, it may be helpful to create a "Course Reflections" document. For each class period, record a couple of sentences to a paragraph on any notable issues that came up in your readings or class discussions. Use this opportunity to practice the "art of writing" with brief, but thoughtful entries. For instance, you can record any interesting connections from class that you encounter in every day life. Toward the end of the semester, review your readings, case write-ups, pathways notes, etc. and describe three important "lessons learned" you plan to apply immediately after completing this course. If you were to redesign this course, what other topics would you want to discuss? How would you change how the existing content was covered? What elements of the course would you want to be sure to keep in future classes? Why?

Team Member Evaluations (due 12/11, not graded)

Full team participation is important to excelling on your Entrepreneurial Challenge and related efforts. However, it is not unusual for individuals' contributions to be unequal across team members. To assess this "within-team" variation, and to reward members' efforts accordingly, you will be asked to provide anonymous peer evaluations of your team members at the end of the semester. Specifically, you will be asked to allocate 100 points among your team members to each team member not including yourself. Each team member will then have a score computed for them, which is based on the average of the scores assigned by their peers, and which will be used to adjust the individual grade they earn on the Entrepreneurial Challenge deliverables. To illustrate how this works, consider being on a team with 5 members, where you would have 100 points to allocate to 4 people. Thus, an average (equal contribution) score for a group of this size would be 25. If the average score assigned to one person was 27, then their adjustment factor would be $27/25 = 1.08$. Now, assuming the team that person was on earned a grade of 88 on one of their deliverables. In that scenario, the person's individual grade would be $1.08 * 88 = 95.04$. On the other hand, if the average score assigned to that person by his or her other group members was 23, then the individual grade they would receive on that deliverable would be $23/25 = 0.92 * 88 = 80.96$. Thus, team

participation can have a significant impact on your overall grade in this course. If I believe that team members are unfair in allocating points, then I reserve the right to adjust these percentages. However, I will never give a student a worse score than what they would earn based on the evaluations of their peers.

Class participation (semester-long, 10pts)

Entrepreneurs spend much time conversing and exchanging ideas with others as part of getting things done. Good business typically involves drawing on the expertise of others and sharing knowledge quickly. Participating in class will sharpen your capabilities to draw out knowledge from others, offer constructive criticism, integrate ideas in real time, persuade others of your ideas, and offer action steps. Effective in-class discussion, then, lies at the heart of this course. Your participation will be assessed in terms of:

- Your consistent contributions across sections
- Your demonstration of an in-depth understanding of course readings/cases
- Your ability to persuasively and concisely convey your thoughts
- Your willingness to test new ideas rather than play it safe
- Your ability to build on others' contributions to the discussion of course concepts
- Your ability to avoid non-constructive argumentation

Remember, class attendance is not a substitute for verbal contributions. It will similarly be difficult to do well on this dimension if you do not regularly attend the course (regardless of the reason, you gain zero points for class contribution on days that you are absent). If you miss a section, it will be your responsibility to find out what materials were covered, what assignments were made, and what handouts you missed. If you are tardy to class, I will lower your participation grade.

Calibration of class participation:

Outstanding contributor (A): In-class contributions reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that the person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not in class, the quality of our discussions would be greatly diminished.

Adequate contributor (B): Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others and indicate that the person is a passable listener. If this person were not in class, the quality of our discussions be diminished somewhat.

Unsatisfactory contributor (C): Contributions reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. The person does very little to further the thinking and contributions of others.

Non-participant (D): This person has said little or nothing in this class and so has not contributed anything. Such persons are free-riders because they have benefited from the thinking and courage of others but have offered little in return. If this person were not in class, the quality of the discussions would be unchanged or possibly improved.

It should be noted that I recognize that not everyone is extroverted; some students find it less natural to participate in class than others. Often, this is not due to shyness, but a tendency to analyze questions to a greater degree before being willing to share their opinions. I consider it my responsibility to make the classroom environment one that facilitates participation. One way I achieve this is by sometimes allowing opportunities for students to work through their ideas individually and/or in small group discussions before sharing them with the class. Another way is by creating a culture of respect and rapport. By early in the semester, I will know all of you by name, and you will know many of your classmates. I am confident that you will feel confident participating in class and gain much from the experience of doing so.

Instructor feedback:

For all major assignments, I am happy to give you feedback when requested. To aid this process, please send me a draft of the document for which you would like to receive feedback, and do so at least 48 hours prior to an arranged meeting time. I find that in-person meetings are often the best for providing useful feedback.

Components of your grade:

In this course, a grade of A means that the student has excelled in all areas. A grade of B means that the student has done solid work and has even excelled in some areas. A grade of C means the student's performance meets basic standards. A grade of D or below reflects performance by the student that has not met the core learning objectives in the course. Inconsistent attendance, missed deadlines, and consistently poor efforts contribute to lower performance. The grading scale is as follows. Fractions of a point will be rounded down (e.g., 89.9=B):

A >90 **B** 80-89.99 **C** 70-79.99 **D** 60-69.99 **F** <60

The following is a summary of the graded dimensions of the course, due dates, and their contribution to your final grade:

Course starters: 1pt (due 8/20)

Economist reactions: 1pt (due 8/24)

Case responses: 7pts (1pt each, due 9/1, 9/10, 9/17, 9/25, 9/29, 10/6, 10/8)

Pathways to entrepreneurship: 4pts (due 10/1)

Midterm exam: 35pts (10/20)

Team charter: 1pt (due 10/29)

EC: Financials: 4pts (1pt each, due 10/29, 11/5, 11/12, 11/19)

EC: Blog: 9pts (due 12/3)

EC: Presentation: 9pts (due by noon on 12/3)

EC: Return on investment: 4pts (pulled from 11/19 financial statement)

Final exam: EC Write-up and business model canvas: 15pts (due by 2pm, 12/11)

Class participation: 10pts (semester-long)

Course reflections: 1pt (due by 2pm, 12/11)

Course roadmap:

This course is organized according to the following roadmap. It will be referred to throughout the course to provide a conceptual understanding of "where we have been," "where we are," and "where we are going," and how the journey connects to the readings, discussions, cases, exercises, and the Entrepreneurial Challenge. If you are ever confused about where we are in the course or how the current topic fits in with the overall scheme of the course, then simply refer back to this roadmap (which you can click on to enlarge):

FOUNDATIONS		MARKET ORIENT		MARKET INTRODUCTION		CLIENT ORIENTATION	
1	Introduction	8	Product Market Fit	12	Product Market Fit	16	Product Market Fit
2	Business Model	9	Product Market Fit	13	Product Market Fit	17	Product Market Fit
3	Business Model	10	Product Market Fit	14	Product Market Fit	18	Product Market Fit
4	Business Model	11	Product Market Fit	15	Product Market Fit	19	Product Market Fit
5	Business Model						
6	Business Model						
7	Business Model						
ENTREPRENEURSHIP IN ACTION							
20	Marketing	22	Marketing	26	Marketing	28	Marketing
21	Marketing	24	Marketing	27	Customer Process	29	Marketing
22	Marketing	25	Marketing	28	Customer Process	30	Marketing

Course details:Foundations:**(1) 8/20 (R): Introduction**

Focal question: What are the course goals and requirements?

Due: Review syllabus and complete course starter assignments

(2) 8/25 (T): 30,000 ft. view

Focal question: What are some common patterns we see in entrepreneurship?

Due: Prepare and submit "Economist" reactions

(3) 8/27 (R): Idea generation

Focal question: Can creativity be learned?

Due: Read "SCAMPER" article available on course website

(4) 9/1 (T): Founding teams

Focal question: What makes a founding team effective?

Due: Analyze "Ockham" case and complete survey response

(5) 9/3 (R): Business models I.

Focal question: What is a business model and what makes one great?

Due: Read "Business Model Canvas" article available on course website

Due: Read "Business Model Analysis for Entrepreneurs" in HBS Course Pack

(6) 9/8 (T): Analytical frameworks

Focal question: What external (industry) and internal (venture) analyses are critical?

Due: None

(7) 9/10 (R): Business models II.

Focal question: What makes a founding team effective?

Due: Analyze "R&R" case and complete survey response

Market Assessment:**(8) 9/15 (T): Pain and priority I.**

Focal question: What factors increase the "sellability" of a product or service?

Due: None

(9) 9/17 (R): Pain and priority II.

Focal question: Is an incredible value proposition for all involved enough?

Due: Analyze "Freshtec" case and complete survey response

(10) 9/22 (T): Product/market fit I.

Focal question: How does market research support product introduction?

Due: Read "Knowing a winning business idea..." article available on course website

(11) 9/24 (R): Product/market fit II.

Focal question: What makes a product or service shout value?

Due: Analyze "XM" case and complete survey response

Market Introduction:**(12) 9/29 (T): Market messages**

Focal question: What factors tend to enable and constrain market adoption?

Due: Analyze "J Peterman" case and complete survey response

(13) 10/1 (R): Market adoption I.

Focal question: What makes a product or service (and also a new venture) legitimate?

Due: Pathways to entrepreneurship assignment

(14) 10/6 (T): Market adoption II.

Focal question: What makes a message (and story) great?

Due: Analyze "TOTO" case and complete survey response

(15) 10/8 (R): Market stakeholders

Focal question: What actors can have a fundamental influence on venture success?

Due: Analyze "Ventria" case and complete Qualtrics response. Also read the "Gladwell" article on Lois Weisberg and the short "Harnish" article on advisory boards, and be prepared to discuss both.

Course Transition:**(16) 10/13 (T): Fall Break****(17) 10/15 (R): Study day**

Focal question: What have we learned so far? Note: although we will not hold formal class this day, I will be available for any questions you may have leading up to the midterm exam.

Due: None (use this time to study for the midterm exam)

(18) 10/20 (T): Midterm exam

Focal question: What have we learned so far?

Due: None (use this time to study for the midterm exam)

(19) 10/22 (R): Lean start-up and EC launch

Focal question: How do lean start-up principles fit the Entrepreneurial Challenge? What are some of your Entrepreneurial Challenge ideas? Note: we will use this class time to match interests and needs to facilitate team formation. Entrepreneurial challenge activities can begin at this time.

Due: Read "Hypothesis-driven entrepreneurship" available through the HBS coursepack.

Entrepreneurship in Action:

(20) 10/27 (T): Team finalization

Focal question: How can I best get traction on my Entrepreneurial Challenge project?

Due: None (use this time to address the above question)

(21) 10/29 (R): Team updates

Focal question: What kind of traction are you getting on your Entrepreneurial Challenge project, and how can I best help you along? Note: I will be meeting individually with teams throughout the class period to check in and provide additional direction.

Due: Team charter assignment and first period financials for the Entrepreneurial Challenge

(22) 11/3 (T): Guest speaker (TBD)

Focal question: What can we learn from others' experience as entrepreneurs?

Due: Continue working on Entrepreneurial Challenge

(23) 11/5 (R): Guest speaker (TBD)

Focal question: What can we learn from others' experience as entrepreneurs?

Due: Second period financials for the Entrepreneurial Challenge

(24) 11/10 (T): Guest speaker (TBD)

Focal question: What can we learn from others' experience as entrepreneurs?

Due: Continue working on Entrepreneurial Challenge

(25) 11/12 (R): Guest speaker (TBD)

Focal question: What can we learn from others' experience as entrepreneurs?

Due: Third period financials for the Entrepreneurial Challenge

(26) 11/17 (T): Work day

Focal question: How is your Entrepreneurial Challenge going?

Due: Continue working on Entrepreneurial Challenge

(27) 11/19 (R): Course overview and pitching your business

Focal question: What have you learned over the semester? What makes for a good business (investor) pitch? How did your team place on the Entrepreneurial Challenge? How can we best celebrate your success?

Due: Fourth (and final) period financials for the Entrepreneurial Challenge

(28) 11/24 (T): Team meetings

Focal question: What kind of traction are you getting on your Entrepreneurial Challenge final deliverables, and how can I best help you along? Note: I will be meeting individually with teams throughout the class period to check in and provide additional direction.

Due: Continue finalizing Entrepreneurial Challenge deliverables now that operations have ended

(29) 11/26 (R): Thanksgiving

Due: None

(30) 12/1 (T): Work day (in class)

Focal question: What have you learned over the semester?

Due: Continue finalizing Entrepreneurial Challenge deliverables now that operations have ended. Note: Although I will be available in class to meet with any team that has any last minute questions, your team can choose to work at whatever location you would like on this day.

(31) 12/3 (M): Presentation celebration

Focal question: What can you learn from the other teams' projects?

Due: Post your initial set of Entrepreneurial Challenge deliverables (blog and video presentation on your team blogs).

Exam week 12/11 (F): EC write-up and canvas (due by 2pm)

Due: Post your remaining set of Entrepreneurial Challenge deliverables (write-up and canvas) along with your anonymous team member evaluations.

Due: Submit "Course Reflections" to course website (any time before 12/11)

Add Undergraduate Course

000245

Course Attributes

Subject Abbreviation: ELE-Exec Lead and Entrepren
Course Number: 3020
Effective Term: Fall 2017
College: Business
Department: Management

Catalog Title: Entrepreneurial Resource Acquisition **Additional Fee?**
Transcript Title: Entrepreneurial Resource Acqu. Justification
Cross-reference(s):
Grade Mode: Standard Letter

Form

User ID: chadn **Name:** Chad Navis
Date: 11/10/2016 **Number:** 24893

Hours

Fixed Credit Course
 Credit Hrs Contact Hrs

3 3

Variable Credit Course

Credit Hrs Contact Hrs
 Min Max Min Max

Rationale for Add Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

Projected Enrollment

Year 1: 40
 Year 2: 40
 Year 3: 40
 Year 4: 40

Evaluation

Undergraduate

A 90 - 100
 B 80 - 89
 C 70 - 79
 D 60 - 69
 F < 60

Weighted percentage of assignments, exams, and participation (Cases 30%; Midterm Exam 30%; Final Exam 30%; Class Participation 10%)

Catalog Description

Students are introduced to core topics of entrepreneurial resource acquisition, including funding sources, timing considerations, and deal structures. The focal perspective is that of an entrepreneur looking to secure financing for a venture pursuit. Preq: Sophomore standing or higher.

Prerequisite(s) Corequisite(s)

Sophomore standing or higher

Statement of need and justification based on assessment of student learning outcomes

Resource acquisition is a critical aspect of entrepreneurship. Recently, our entrepreneurship faculty benchmarked entrepreneurship programs across the country. That effort revealed this course to be the most significant gap in our current program offering at Clemson.

Textbook(s)

Alejandro Cremades The Art of Startup Fundraising: Pitching Investors, Negotiating the Deal, and Everything Else Entrepreneurs Need to Know (1/E). Wiley 2016

Learning Objectives

000246

At the end of the course, students should be able to understand the relevant theories that inform entrepreneurial resource acquisition (e.g., Transaction Cost Economics, Information and Signaling Theory; Agency and Governance Theory); recognize the resource needs for new ventures; identify the multiple sources of new venture resources; understand the characteristics and distinguishing features of multiple investment rounds; identify preferred resource sources based on human and venture-specific factors, including business type, evolutionary stage, anticipated growth, and goal alignment; negotiate attractive term sheets with resource providers; and, understand and evaluate exit possibilities, including IPOs and M&As.

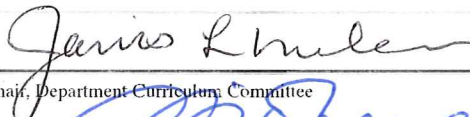


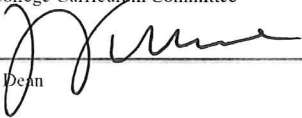
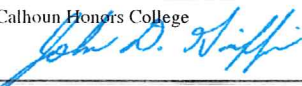
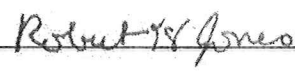
Topical Outline

- 1 Course Overview – Intro to Entrepreneurial Resource Acquisition Supporting Theory
- 2 Raising Capital and an Introduction to Basic Valuation Techniques
- 3 Setting Yourself Up for Success
- 4 Crafting the Pitch
- 5 The Due Diligence Package
- 6 Sources of Capital and Understanding the JOBS Act
- 7 Understanding Venture Capitalists
- 8 Investment Rounds Explained
- 9 Deciding Investment Amounts and Prospects
- 10 Midterm Exam
- 11 PR: Creating a Storm and Building Momentum
- 12 What to Look for in an Investor and Recommended Tools for Fundraising
- 13 Term Sheets and Terms
- 14 Closing the Deal, Avoiding Common Fundraising Mistakes and Red Flags
- 15 Exit Strategies, Including IPOs and M&As
- 16 Final Exam

Syllabus

Upload File: [ELE 3020 - Entrepreneurial Resource Acquisition-20161021181615.docx](#)

Description: ELE 3020: Entrepreneurial Resource Acquisition

	11/9/16
Chair, Department Curriculum Committee	Date
	11-10-16
Department Chair	Date
	11/11/16
Chair, College Curriculum Committee	Date
	11/14/16
College Dean	Date
	12/2/2016
Director, Calhoun Honors College	Date
	2/6/17
Chair, Undergraduate Curriculum Committee	Date
Chair, Graduate Curriculum Committee	Date
Provost	Date
President	Date

ELE 3020: Entrepreneurial Resource Acquisition

Course Information

Class Time:
Classroom:
Course Web Page:

Instructor:

Office:
Office Hours:
Email:

Course Description

Introduces core topics of entrepreneurial resource acquisition, including funding sources and timing, valuations, and deal structures. Financial, managerial, legal, social and ethical issues are also addressed.

Learning Outcomes

At the end of the course, students will be able to:

- Recognize the resource needs for new ventures
- Identify the multiple sources of new venture resources
- Understand the characteristics and distinguishing features of multiple investment rounds
- Identify preferred resource sources based on human and venture-specific factors, including business type, evolutionary stage, anticipated growth, and goal alignment
- Negotiate attractive term sheets with resource providers
- Understand and evaluate exit possibilities for entrepreneurial ventures

Required Textbook and Materials:

Alejandro Cremades *The Art of Startup Fundraising: Pitching Investors, Negotiating the Deal, and Everything Else Entrepreneurs Need to Know (1/E)*, Wiley 2016

Academic Integrity

From the “Academic Integrity” policy under “Academic Regulations” in the Clemson University’s Undergraduate Announcements found on the Registrar’s home page:

As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.

Title IX

The Clemson University Title IX (Sexual Harassment) Statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of

1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>

Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

Accommodation of Students with Disabilities

Students with disabilities who need accommodations should make an appointment with the Director of Student Disability Services to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disabilities Services and then meet with instructor to discuss specific accommodations. Note that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

Attendance Policy

From the "Class Attendance" policy under "Academic Regulations" in Clemson University's *Undergraduate Announcements* found on the Registrar's webpage:

College work proceeds at such a pace that regular attendance is necessary for each student to obtain maximum benefits from instruction. Regular and punctual attendance at all class ... sessions is a student obligation, and each student is responsible for all the work, including tests and written work, in all class ... sessions. No right or privilege exists that permits a student to be absent from any given number of class ... sessions except as stated in the syllabus for each course. At the same time, it is obvious that students have valid reasons for missing classes, the instructors are expected to be reasonable in the demands they place on students.

... Additionally, students occasionally are required to miss class because of participation in co-curricular activities, such as class trips, that the faculty members note on their syllabi. The student must discuss these activities with the faculty members whose classes will be missed well in advance of their occurrences. The documentable absences are necessary, and the instructor will make arrangements for those students to make-up graded work that takes place during those necessary absences. The time, location, and nature of the make-up work will be at the discretion of the instructor. If required, documentation will be provided to instructors by students. ...

For this class, any student missing 6 or more class meetings (includes both excused and unexcused) will realize a single letter grade reduction for the course. Additionally, any student missing half or more of the class meetings (includes both excused and unexcused) will receive a failing grade for the course.

Policy on Late Instructor

If for any unforeseen circumstance I am significantly late for class, I expect the class to wait for a period of 10 minutes before disbanding. Periodically check the Blackboard space for any announcements.

Management Department Undergraduate Graduation Requirements

Management and Industrial Management majors must earn a grade of C or higher in this course. Management and IM majors receiving a grade of D or F would be required to re-take the course even with an overall GPA of at least 2.0.

Grading

The Clemson University grading system is as follows:

- A—Excellent indicates work of a very high character, the highest grade given.*
- B—Good indicates work that is definitely above average, though not of the highest quality.*
- C—Fair indicates work of average or medium character.*
- D—Pass indicates work below average and unsatisfactory, the lowest passing grade.*
- F—Failed indicates that the student knows so little of the subject that it must be repeated in order that credit can be received.*
- I—Incomplete indicates that a relatively small part of the semester's work remains undone.*
- W—Withdrew indicates that the student withdrew from the course or was withdrawn by the*

instructor after the first two weeks of class work and prior to the last seven weeks of classes, not including the examination period.

For this class, final averages between 90.00 and 100 are an A, 80.00 and 89.99 a B, 70.00 and 79.99 a C, 60.00 and 69.99 a D, and below 59.99 an F.

Item	Percent of Total
Case Assignments 5@6%	30%
Midterm Exam	30%
Final Exam	30%
Class Participation	10%

Participation

The nature of this course involves a heavy degree of open dialogue and discussion. Therefore, a significant factor in determining grades will be the degree to which you participate in class. The actual participation grade will be comprised of attendance, discussion quality and general professionalism.

Final Exam:

The final examination will cover only material introduced after the midterm exam.

Tentative Schedule

Week Number	Topic	Chapters	Homework assignments
1	Course Overview – Intro to Entrepreneurial Resource Acquisition Supporting Theory		
2	Raising Capital and an Introduction to Basic Valuation Techniques	Ch. 1&2	
3	Setting Yourself Up for Success	Ch. 3	
4	Crafting the Pitch	Ch. 4	
5	The Due Diligence Package	Ch. 5	Valhalla Partners Due Diligence (Case)
6	Sources of Capital and Understanding the JOBS Act	Ch. 6 & 15	BOLT: Seed Venture Capital Firm (Case)
7	Understanding Venture Capitalists	Ch. 7	
8	Investment Rounds Explained	Ch. 8	Fast Ion Battery (Case)
9	Deciding Investment Amounts and Prospects	Ch. 9	
10	Midterm Exam		
11	PR: Creating a Storm and Building Momentum	Ch. 10	
12	What to Look for in an Investor and Recommended Tools for Fundraising	Ch. 11 & 16	Alex Laats and NBX Corporation (Case)
13	Term Sheets and Terms	Ch. 12	WebTracker (Case)
14	Closing the Deal, Avoiding Common Fundraising Mistakes and Red Flags	Ch. 13, 14, & 17	
15	Exit Strategies for Entrepreneurs		
16	Final Exam		



Jack Wolf

Mon 10/31, 1:34 PM

Chad Christopher Navis



Reply all



Action Items

Chad:

I spoke to John Alexander, who was concerned that it might overlap with a course that we are considering on Alternatives Investments and Private Equity. I pointed out that your course should focus on these topics from the borrower's perspective while our course would primarily deal with the lender's perspective. I think that as long as your course is from the viewpoint of the entrepreneur looking to secure financing that we should be okay with it. Also, given that your course covers valuation techniques (something for which we have an entire semester course, FIN 4020), in week 2, you might want to consider including FIN 3060 or FIN 3110 as prerequisites, just to make sure that students have been exposed to the time value of money.

Best regards,

Jack

Jack G. Wolf

Associate Professor of Finance

Department of Finance

324D Surrine Hall

Clemson University, Clemson, SC

000251



CHAD SPIRO PROFESSOR OF LEADERSHIP

Mon 10/31, 2:01 PM

Jack,

Thanks for your quick reply and helpful feedback. Based on your comments, I'll adjust the course description to make it clear that the focus is on the borrower's perspective. I'll also touch base with Dane Blevins, who ^{is teaching} be teaching the course, to get his sense of whether to keep the valuation material in the course in a trace sense, where students would need to understand the mechanics of the valuations (and thus require FIN 3110 as prereqs), remove this topic altogether, or simply expose students to the fact that these different valuation techniques exist, but emphasize that FIN 3060 or FIN 3110 are needed to understand them. It is that our group would like to see this course kept at a much more introductory level, and thus are likely for the latter scenario.

Thanks again,
Chad

Chad Navis
Arthur M. Spiro Professor of Entrepreneurial Leadership
College of Business, Clemson University

000252

000253

Add Undergraduate Course

Course Attributes

Subject Abbreviation: ELE-Exec Lead and Entrepren **Catalog Title:** Family Business **Additional Fee?**
Course Number: 3030 **Transcript Title:** Family BusinessJustification
Effective Term: Fall 2017 **Cross-reference(s):**
College: Business **Grade Mode:** Standard Letter
Department: Management

Form

User ID: chadn **Name:** Chad Navis
Date: 11/10/2016 **Number:** 27115

Hours

Fixed Credit Course
 Credit Hrs Contact Hrs

3 3

Variable Credit Course

Credit Hrs Contact Hrs
 Min Max Min Max

Rationale for Add Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

Projected Enrollment

Year 1: 30
 Year 2: 30
 Year 3: 30
 Year 4: 30

Evaluation

Undergraduate

A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F < 60

Weighted percentage of assignments, exams, and participation (Cases 10%; Midterm Exam 30%; Final Exam 30%; Research Paper 20%; Class Participation 10%)

Catalog Description

Students develop an in-depth understanding of the unique aspects of a family business, including the lifecycles and development stages, distinctive advantages, unique challenges, and specific tensions that family firms face that non-family firms typically do not. Preq: Sophomore standing or higher.

Prerequisite(s) Corequisite(s)

Sophomore standing or higher

Statement of need and justification based on assessment of student learning outcomes

In the US, family businesses account for 85% of private sector employment. One-third of the S&P 500 and approximately 80% of the world's businesses are family businesses. Overall many studies have shown that family businesses, on average, outperform and last longer than non-family businesses. As family businesses are a dominant form of enterprise, particularly among many of our students, it is important to understand the unique opportunities and challenges family firms face.

Textbook(s)

Ernesto J. Poza, Family Business, Southwest Learning (4th Edition).
Schuman, Stutz, & Ward. Family Business as Paradox 2010. Palgrave Macmillan.

000254

Learning Objectives

- Understand the unique aspects of a family business and its contribution to the US and the World economy.
- Understand the distinctive advantages of a family business and unique challenges and specific tensions family firms face that non-family firms typically do not.
- Understand the lifecycles of family businesses from the perspective of family and business ownership and understand the developmental needs of the business and family members at each unique stage.
- Have the ability to articulate and understand the challenges family firms face while being able to lever the unique tensions to create and sustain a competitive advantage.

Topical Outline

- Week 1: Unique Characteristics of the Family Business.
- Week 2: Unique Paradoxes and Tensions Family Businesses Face.
- Week 3: What Distinguishes a Great Family Business?
- Week 4: Family Business Stages and Culture
- Week 5: The First Generation
- Week 6: The Second Generation
- Week 7: The Third Generation—Cousins
- Week 8: Leading the Family Business: Succession and Continuity
- Week 9: Succession (Continued)
- Week 10: Family Business Governance
- Week 11: More Best Practices in Family Business
- Week 12: More Best Practices in Family Business (Continued)
- Week 13: More Best Practices in Family Business (Continued)
- Week 14: Paper Presentations
- Week 15: Wrap-up

Syllabus

Upload File: [ELE 3030 Syllabus Family Business-20161026090034.docx](#)

Description: ELE 3030 - Family Business

Jamie L Miller 11-11-16
 Chair, Department Curriculum Committee Date

Jo Schuman 11-11-16
 Department Chair Date

Jack G. Wolf 11-12-16
 Chair, College Curriculum Committee Date

M. Turner 11/14/16
 College Dean Date

Director, Calhoun Honors College Date
John D. Stiffi 12/2/2016
 Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date
Robert Y. Gomez 2/6/17
 Provost Date

President Date

ELE 3030: Family Business

INSTRUCTOR	Amy E. Ingram AMYI@clemsun.edu
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Course Description

In the US, family businesses account for 85% of private sector employment. One-third of the S&P 500 and approximately 80% of the world's businesses are family businesses. Overall many studies have shown that family businesses, on average, outperform and last longer than non-family businesses. As family businesses are a dominant form of enterprise, it is important to understand the unique opportunities and challenges family firms face.

Learning Objective

- Understand the unique aspects of a family business and its contribution to the US and the World economy.
- Understand the distinctive advantages of a family business and unique challenges and specific tensions family firms face that non-family firms typically do not.
- Understand the lifecycles of family businesses from the perspective of family and business ownership and understand the developmental needs of the business and family members at each unique stage.
- Have the ability to articulate and understand the challenges family firms face while being able to lever the unique tensions to create and sustain a competitive advantage.

Textbook

Required:

- Ernesto J. Poza, Family Business, Southwest Learning (4th Edition).
- Schuman, Stutz, & Ward. Family Business as Paradox 2010. Palgrave Macmilliam.

Attendance

It is not a good strategy to miss class. It is also disruptive to come to class late. Much of your learning takes place when we are in class together, so I expect each of you to take responsibility for the learning effectiveness of our sessions. Naturally, multiple class absences will negatively affect your class participation grade and your ability to do well in the class. In the event that I am late, you may leave after waiting 10 minutes past the beginning of class.

Students with Disabilities

Students with disabilities who need accommodations should make an appointment with Margaret Camp, Director of Student Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in G-20 Redfern (telephone number: 656-6848; email: sds-l@clemsun.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester. In order to comply with the Americans with Disabilities Act (ADA), faculty must follow instructions contained in letters issued by the office of Student Disability Services. All questions should be directed to Dr. Margaret Camp (656-6848).

Clemson University Title IX Statement

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy can be found by clicking [here](#). Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He is also the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864-656-3181 (voice) or 864-565-0899 (TDD).

Contacting Me

You can reach me by email at amyi@clemson.edu. For simple questions, this is the quickest way to reach me. I will typically respond within 24 hours. For more difficult questions, please set up an appointment to meet with me. Although my official office hours are Thursday afternoons from 1:00-3:00, I am also happy to meet various other times, as necessary, based on your schedule. Just send me an email, and we can figure out a good time for both of us. I encourage you to stay in contact with me regarding any issues concerning the requirements of this course.

Academic Integrity

The faculty of the College of Business emphasizes that honesty, integrity, and respect for others are fundamental expectations in our college. As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, lying, cheating, or stealing in any form will not be tolerated. Please read carefully the provisions of the policies, make certain you understand and adhere to them, and ask me to clarify any questions you have regarding them. These policies are in effect for all exams and assignments. Click on the following link to learn more about Clemson's policies on [academic integrity](#).

Grading Overview

In this course, a grade of A means that the student has excelled in all areas. A grade of B means that the student has done solid work and has even excelled in some areas. A grade of C means the student's performance meets basic standards. A grade of D or below reflects performance by the student that has not met the core learning objectives in the course. Inconsistent attendance, missed deadlines, and consistently poor contribute to lower performance. The grading scale is as follows. Fractions of a point will be rounded down (e.g., 89.9=B): A >90 B 80-89.99 C 70-79.99 D 60-69.99 F <60

Grading Components

Individual Assignments:

- Examinations: Two Exams
- Case paper on assigned case

Team Assignments:

- Independent Research Paper on local Family Business

Grades are a weighted percentage of assignments, exams, the research paper and class participation (Cases 10%; Midterm Exam 30%; Final Exam 30%; Research Paper 20%; Class Participation 10%)

Course Topics and Schedule

Week 1: Unique Characteristics of the Family Business.

- a. How is a family business different from non-family business?
 - b. Who are the important stakeholders of a family business?
- Materials: Poza, Case

Week 2: Unique Paradoxes and Tensions Family Businesses Face.

- a. What are the main paradoxes family firms face? Why?
 - b. How do you manage these tensions? A paradox approach
- Materials: Poza, Schuman

Week 3: What Distinguishes a Great Family Business?

- a. What separates a good family business from a sup-par one?
 - b. How are key tensions managed?
 - c. What role does trust and respect between family and non-family members play?
- Materials: Poza, Schuman

Week 4: Family Business Stages and Culture

- a. The owner managed business
 - b. The sibling partnership
 - c. The cousin collaboration
 - d. Stewardship
- Materials: Poza, Schuman

Week 5: The First Generation

- a. Tensions first generations must address for firm survival
- Materials: Poza, Schuman

Week 6: The Second Generation

- a. The founders' shadow
 - b. How can the generations past the founder remain entrepreneurial?
 - c. Main tensions
 - d. Management
- Materials: Schuman

Week 7: The Third Generation—Cousins

- a. Most firms do not survive past this generation why?
 - b. Main tensions
 - c. Firms that have survived past this generation
- Materials: Schuman

Week 8: Leading the Family Business: Succession and Continuity

- a. Why and how do owners plan succession over multiple generations over time?
 - b. Attracting non-family managers and retaining them.
- Materials: Poza, Schuman

Week 9: Succession (Continued)

- a. Strategic planning
 - b. Strategy execution with tensions and obstacles in mind
- Materials: Poza, Schuman

Week 10: Family Business Governance

- a. The lasting effects of the founder
 - b. Who should govern? Advisory boards?
 - c. Family council, family meetings
- Materials: Poza, Schuman

Week 11: More Best Practices in Family Business

- a. The Family Business Constitution
- Materials: Poza, Schuman

Week 12: More Best Practices in Family Business (Continued)

- a. Communication: Family and non-family
- Materials: Poza, Schuman

Week 13: More Best Practices in Family Business (Continued)

- a. Polarity mapping
 - b. Tensions mapping
- Materials: Poza, Schuman

Week 14: Wrap-up

Delete Undergraduate Course

Delete a Course

Subject: ELE-Exec Lead and Entrepren
Number: 3140
Effective Term: Fall 2017
Title: New Venture Creat I

Delete Honors Course:

Last Term Course was taught: 201008

Brief Statement of Change Based on Assessment Results:

This change is part of a broader effort to realign a set of ELE course names, numbers, and descriptions to: 1) reflect the evolution of the discipline; 2) match the material taught in these courses; and, 3) be easier to understand, distinguish, and communicate the content, learning objectives, and relationships between these courses. This course has not been offered in recent years. The proposed new ELE 4010: Venture Testing course will satisfy the original intent of ELE 3040.

Rationale for Delete Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Form

User ID: chadu **Name:** Chad Navis
Date: 10/26/2016 **Number:** 24912

000260

11/9/16

Janis L. Miller
Chair, Department Curriculum Committee

Date

Tom Shanahan
Department Chair

11-10-16

Date

Jack G. Wolf
Chair, College Curriculum Committee

11/11/16

Date

[Signature]
College Dean

11/17/16

Date

Director, Calhoun Honors College

Date

John D. Stiff
Chair, Undergraduate Curriculum Committee

12/2/2016

Date

Chair, Graduate Curriculum Committee

Date

Robert J. Jones
Provost

2/16/17

Date

President

Date

Change Undergraduate Course

Change a Course

Subject: ELE-Exec Lead and Entrepren
Number: 3150
Effective Term: Fall 2017
Title: New Venture Creation

Honors Course:

Add Honors Course:

Last Term Course was taught: 201601

Brief Statement of Change Based on Assessment Results:

This change is part of a broader effort to realign a set of ELE course names, numbers, and descriptions to: 1) reflect the evolution of the discipline; 2) match the material taught in these courses; and, 3) be easier to understand, distinguish, and communicate the content, learning objectives, and relationships between these courses. Given that this course applies and extends previously learned concepts, a 4000-level course number is more appropriate than its current 3000-level course number.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Change Number

To 4020

Change Catalog Title

From New Venture Creation
 To Venture Creation

Change Transcript Title

From New Venture Creation
 To Venture Creation

Learning Objectives

At the end of the course, students should be able to build on the foundational concepts introduced in ELE 3010 to develop more formalized business models and plans that can actively guide the formation of new ventures and be used to secure investor and other stakeholder support.

Topical Outline

- 1: Introduction
- 2: Ideation
- 3: Customer Segments
- 4: Value Proposition
- 5: Channels
- 6: Customer Relationships
- 7: Revenue Streams
- 8: Key Resources
- 9: Resourcefulness and Cost Structure
- 10: Key Activities and Partnerships
- 11: Business Plan Foundations
- 12: Business Plan Formulation
- 13: Team Presentations
- 14: Learning From Failure
- 15: Team Presentations
- 16: Final Exam

000262

Evaluation

Undergraduate

- A 90 - 100
- B 80 - 89
- C 70 - 79
- D 60 - 69
- F < 60

Weighted percentage of assignments (Written Assignments 15%; Project Milestones 25%; Presentations 15%; Exams 30%; Participation 15%)

Syllabus

Upload File: [ELE 4020 Syllabus - Venture Creation-20161026105011.docx](#)

Description: ELE 4020: Venture Creation

Form

User ID: chadn **Name:** Chad Navis

Date: 11/10/2016 **Number:** 24918

000263

Janis L Miller

 Chair, Department Curriculum Committee 11/9/16 Date

Bob Shuman

 Department Chair 11-10-16 Date

Mark G. Wolf

 Chair, College Curriculum Committee 11/11/16 Date

J. Turner

 College Dean 11/14/16 Date

 Director, Calhoun Honors College Date

John D. Stiffi

 Chair, Undergraduate Curriculum Committee 12/2/2016 Date

 Chair, Graduate Curriculum Committee Date

Robert W. Jones

 Provost 2/6/17 Date

 President Date

WAS ELE 315

ELE 4020: Venture Creation**Course Information**

Class Time:
Classroom:
Course Web Page:

Instructor:

Office:
Office Hours:
Email:

In this course, you will develop, refine, and formalize a chosen business concept, with a focus on business planning and creating an organization capable of effectively exploiting a viable opportunity. Topics include organization strategy and design, start-up capital, operations and sourcing issues, leadership, and team building.

Required Text

Osterwalder, A., & Pigneur, Y. 2010. Business Model Generation: A Handbook For Visionaries, Game Changers, And Challengers. ISBN: 978-0470-87641-1

Attendance

It is not a good strategy to miss class. It is also disruptive to come to class late. Much of your learning takes place when we are in class together, so I expect each of you to take responsibility for the learning effectiveness of our sessions. Naturally, multiple class absences will negatively affect your class participation grade and your ability to do well in the class. In the event that I am late, you may leave after waiting 10 minutes past the beginning of class.

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Grading Overview

In this course, a grade of A means that the student has excelled in all areas. A grade of B means that the student has done solid work and has even excelled in some areas. A grade of C means the student's performance meets basic standards. A grade of D or below reflects performance by the student that has not met the core learning objectives in the course. Inconsistent attendance, missed deadlines, and consistently poor contribute to lower performance. The grading scale is as follows. Fractions of a point will be rounded down (e.g., 89.9=B): A >90 B 80-89.99 C 70-79.99 D 60-69.99 F <60

Grading Components

The following is a summary of the graded dimensions of the course, due dates, their contribution to your final grade, and whether they are individual or team assignments. See the course website for more detailed assignment descriptions. From there, you can click on the point value again to toggle back to this page:

Assignments Points

1. Participation 15 %
2. Current Topic Engagement (homework) 15 %
3. Project Milestones 25 % *
4. Presentations 15 % *
5. Exams 30 %
- Midterm 10 %*
- Final 20 %*

Total 100 %

Class participation

Entrepreneurs spend much time conversing and exchanging ideas with others as part of getting things done. Good business typically involves drawing on the expertise of others and sharing knowledge quickly. Participating in class will sharpen your capabilities to draw out knowledge from others, offer constructive criticism, integrate ideas in real time, persuade others of your ideas, and offer action steps. Effective in-

class discussion, then, lies at the heart of this course. Your participation will be assessed in terms of:

- Your consistent contributions across sections
- Your demonstration of an in-depth understanding of course readings/cases
- Your ability to persuasively and concisely convey your thoughts
- Your willingness to test new ideas rather than play it safe
- Your ability to build on others' contributions when discussing course concepts
- Your ability to avoid non-constructive argumentation

Remember, class attendance is not a substitute for verbal contributions. It will similarly be difficult to do well on this dimension if you do not regularly attend the course (regardless of the reason, you gain zero points for class contribution on days that you are absent). If you miss a section, it will be your responsibility to find out what materials were covered, what assignments were made, and what handouts you missed. If you are tardy to class, I will lower your participation grade.

Calibration of class participation:

Outstanding contributor (A): In-class contributions reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that the person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not in class, the quality of our discussions would be greatly diminished.

Adequate contributor (B): Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others and indicate that the person is a passable listener. If this person were not in class, the quality of our discussions be diminished somewhat.

Unsatisfactory contributor (C): Contributions reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. The person does very little to further the thinking and contributions of others.

Non-participant (D): This person has said little or nothing in this class and so has not contributed anything. Such persons are free-riders because they have benefited from the thinking and courage of others but have offered little in return. If this person were not in class, the quality of the discussions would be unchanged or possibly improved.

It should be noted that I recognize that not everyone is extroverted; some students find it less natural to participate in class than others. Often, this is not due to shyness, but a tendency to analyze questions to a greater degree before being willing to share their opinions. I consider it my responsibility to make the classroom environment one that facilitates participation. One way I achieve this is by sometimes allowing opportunities for students to work through their ideas individually and/or in small group discussions before sharing them with the class. Another way is by creating a culture of respect and rapport. By early in the semester, I will know all of you by name, and you will know many of your classmates. I am confident that you will feel confident participating in class and gain much from the experience of doing so.

Week-by-Week Class Overview

1: Introduction

2: Ideation

3: Customer Segments

4: Value Proposition

5: Channels

6: Customer Relationships

7: Revenue Streams

8: Key Resources

9: Resourcefulness and Cost Structure

10: Key Activities and Partnerships

11: Business Plan Foundations

12: Business Plan Formulation

13: Team Presentations

14: Learning From Failure

15: Team Presentations

16: Final Exam

Rhonda Todd

From: Chad Christopher Navis
Sent: Tuesday, December 13, 2016 12:39 PM
To: Shannon Clark; Jeffrey Appling
Cc: Rhonda Todd; Jack Wolf
Subject: Re: UCC meeting follow-up

No problem! That makes more sense, and I should have pushed for clarification earlier. I'll create a change form to remove the cross-listing of ELE 3150 for MGT 3150 instead.

Best,
Chad

Chad Navis
Arthur M. Spiro Professor of Entrepreneurial Leadership
College of Business, Clemson University

From: Shannon Clark
Sent: Tuesday, December 13, 2016 12:33:14 PM
To: Chad Christopher Navis; Jeffrey Appling
Cc: Rhonda Todd; Jack Wolf
Subject: Re: UCC meeting follow-up

Uh oh... I just realized something. I am SO SORRY. The form should actually be for MGT 3150 to be removed from ELE 3150. MGT 4020 never actually became a course, so it is the 3150 we are removing prior to changing ELE 3150 to ELE 4020.

Thanks!

Shannon L. Clark
Clemson University
Registration Services
clark4@clemson.edu

From: Chad Christopher Navis <chadn@clemson.edu>
Date: Tuesday, December 13, 2016 at 8:19 AM
To: Shannon Clark <clark4@clemson.edu>, Jeffrey Appling <japplin@clemson.edu>
Cc: Rhonda Todd <RTODD@clemson.edu>, Jack Wolf <jackw@clemson.edu>
Subject: Re: UCC meeting follow-up

Perfect! Will do. Thanks again!

Best,
Chad

Chad Navis
Arthur M. Spiro Professor of Entrepreneurial Leadership
College of Business, Clemson University

To: Jeffrey Appling <japplin@clemson.edu>

Cc: Chad Christopher Navis <chadn@clemson.edu>; Rhonda Todd <RTODD@clemson.edu>; Jack Wolf <jackw@clemson.edu>

Subject: Re: UCC meeting follow-up

Aaaaah, why didn't I think of N/A??? Perfect!

So, Jeff, are you OK with them submitting this form late for December UCC to accommodate keeping the ELE 4020 number? I'm OK with it.

Thanks!

Shannon

Shannon L. Clark

Clemson University

Registration Services

clark4@clemson.edu

From: Jeffrey Appling <japplin@clemson.edu>

Date: Monday, December 12, 2016 at 7:55 PM

To: Shannon Clark <clark4@clemson.edu>

Cc: Chad Christopher Navis <chadn@clemson.edu>, Rhonda Todd <RTODD@clemson.edu>, Jack Wolf <jackw@clemson.edu>

Subject: Re: UCC meeting follow-up

If the field is not really needed just put in N/A. It is looking for some text, so when you leave it empty it won't save.

Jeffrey R. Appling, PhD

Associate Dean of Undergraduate Studies

Clemson University

In the meantime, I started working on the change form--just in case--but I was unsure how to best complete the following required fields:

- **Statement Change:** The value provided is empty.
- **Learning Obj:** The value provided is empty.
- **Topical Outline:** The value provided is empty.
- **Evaluation Undergrad:** The value provided is empty.

Should these entries and the required syllabus pertain to the original MGT 4020 course (Operations Planning and Control) or the new ELE 4020 course (Venture Creation)? Pending Jeff's approval, I will complete them however is appropriate.

Thanks again,
Chad

Chad Navis
Arthur M. Spiro Professor of Entrepreneurial Leadership
College of Business, Clemson University

From: Shannon Clark
Sent: Monday, December 12, 2016 1:31:46 PM
To: Chad Christopher Navis
Cc: Rhonda Todd; Jeffrey Appling; Jack Wolf
Subject: FW: UCC meeting follow-up

Hi Chad -

Rhonda forwarded me this question.

The way to remove the Management 4020 as a cross-reference is to complete a change course form for MGT 4020. I have confirmed that the course change form does, in fact, have a place to delete a cross-reference. I was almost certain it did!

Go to the Curriculum and Course Change System, under the "Change Forms" drop down, click "Change Undergraduate Course." Select the subject and number (MGT 4020) and other info, then scroll down until you get to the "Change a Cross Reference" box. Click that box and then click "Delete a cross-reference with course(s)" and put in ELE 4020. It looks like this:

would give us a coherent set of course numbers (ELE 4010, 4020, and 4030). However, if there is no way around this, I understand and will identify a course number replacement and be back to you with it shortly.

Thanks!

Chad

Chad Navis
Arthur M. Spiro Professor of Entrepreneurial Leadership
College of Business, Clemson University

<Screen Shot 2016-12-12 at 1.23.23 PM.png>

Change Undergraduate Course

Change a Course

Subject: ELE-Exec Lead and Entrepren
Number: 4010
Effective Term: Fall 2017
Title: Exec Lead & Entr II

Honors Course:

Add Honors Course:

Last Term Course was taught: 201601

Brief Statement of Change Based on Assessment Results:

This change is part of a broader effort to realign a set of ELE course names, numbers, and descriptions to: 1) reflect the evolution of the discipline; 2) match the material taught in these courses; and, 3) be easier to understand, distinguish, and communicate the content, learning objectives, and relationships between these courses.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
 Alignment of Student Learning Outcomes
 Alternative Delivery of Content
 Improve Time to Degree
 Evolution of the Discipline
 Changing Prerequisites
 Address DWF Rates
 General Education Modifications
 Other (Please specify.)

Change Catalog Title

From Executive Leadership and Entrepreneurship II.
To Venture Testing

Change Transcript Title

From Exec Lead & Entr II
To Venture Testing

Change Catalog Description

From Continuation of ELE 3010 with extensive use of a computer-simulated business start-up.
To Students evaluate the feasibility of a chosen business concept in the marketplace, applying lean start-up and other key principles from ELE 3010 in practice. Students may choose to further develop, refine, and formalize these business concepts in ELE 4020. Preq: ELE 3010.

Learning Objectives

Students who take this project-based course will acquire knowledge, experience, and confidence in applying lean start-up principles, along with related topics introduced in ELE 3010: Entrepreneurial Foundations, to specific business concepts they test in the marketplace. Such efforts can represent a critical first step in understanding whether the tested business concepts merit additional, more formalized development in ELE 4020: Venture Creation.

Topical Outline

- 1- Introduction
- 2- Course Foundations and Idea Generation
- 3- Initial Pitches and Team Formation
- 4- "Free for All" Exercise
- 5- Business Model Canvas and Customer Research
- 6- Website Development and Lunch and Learn
- 7- Trade Show and Entrepreneurial Challenge Launch
- 8- Special Application: Entrepreneurial Project Management
- 9- Special Application: Entrepreneurial Networking
- 10- Special Application: Entrepreneurial Social Media Marketing
- 11- Special Application: Entrepreneurial Crowdfunding
- 12- Team Meetings
- 13- Special Application: Entrepreneurial Legal Considerations
- 14- Special Application: Entrepreneurial Negotiations
- 15- Presentations
- 16- Final Project Deliverables and Course Wrap-Up

Evaluation

Undergraduate

- A 90 - 100
- B 80 - 89
- C 70 - 79
- D 60 - 69
- F < 60

Weighted percentage of assignments (Supplemental Assignments 40%; Trade Show 15%; Project Milestones 35%; Class Participation 10%)

Syllabus

Upload File: [ELE 4010 Syllabus - Venture Testing-20161026171839.docx](#)

Description: ELE 4010: Venture Testing

Form

User ID: chadn Name: Chad Navis
Date: 10/26/2016 Number: 24911

000270

Janis Miller

7/19/16

Chair, Department Curriculum Committee

Date

Dr. Shahan

11-10-16

Department Chair

Date

Tom G. Warr

11/11/16

Chair, College Curriculum Committee

Date

J. Futner

11/17/16

College Dean

Date

Director, Calhoun Honors College

Date

John D. Hipfi

12/2/2016

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Robert S. Jones

2/6/17

Provost

Date

President

Date

ELE 4010: Venture Testing

Course Information

Class Time:
Classroom:
Course Web Page:

Instructor:

Office:
Office Hours:
Email:

This course is structured around a semester-long entrepreneurial challenge project, where student teams will identify a new business opportunity to pursue, grow, and close within the semester timeframe. Relevant course material pertaining to such factors as business model development, pitching a business concept, legal considerations, founding team formation, operating agreements, lean start-up techniques, entrepreneurial sales and marketing, managerial accounting, and small business management, will be introduced and directly applied—as part of the focal course project—throughout the course of the semester.

Learning Objective

Students who take this course will be able to use the knowledge, experience, and confidence they gain from this simulated “run-through” of a true entrepreneurial experience to better recognize and manage some of the key factors involved in pursuing their own entrepreneurial concepts, whether now or in the future.

Attendance

It is not a good strategy to miss class. It is also disruptive to come to class late. Much of your learning takes place when we are in class together, so I expect each of you to take responsibility for the learning effectiveness of our sessions. Naturally, multiple class absences will negatively affect your class participation grade and your ability to do well in the class. In the event that I am late, you may leave after waiting 10 minutes past the beginning of class.

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Grading Overview

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Grading Components

The following is a summary of the graded dimensions of the course, due dates, their contribution to your final grade, and whether they are individual or team assignments. See the course website for more detailed assignment descriptions. From there, you can click on the point value again to toggle back to this page:

8/23 - "About Me" Information (1pt), Individual
 8/25 - "Nexxt is No More" Takeaway (1pt), Individual
 8/30 - Idea Pitch(es), Individual (1pt), Individual
 9/6 - "Free For All" Mini Plans (2pts), Team
 9/6 - Team Operating Agreement (4pts), Team
 9/8 - "Free For All" Presentation (3pts), Team
 9/13 - Registering Your Name and Business (3pts), Team
 9/15 - IDEO Takeaway (1pt), Individual
 9/20 - Interview Summary and Customer Persona (4pts), Team
 9/27 - "Lunch and Learn" Write-Up (3pts), Team
 9/29 - Trade Show (15pts), Team
 10/11 - LinkedIn Account (1pt), Individual
 10/13 - First Period Financials (2pts), Team
 10/25 - Crowdfunding Project Analysis (2pts), Individual
 11/3 - Second Period Financials (2pts), Team

11/15 - Questions for Guest Speaker (1pt), Individual
 11/22 - Third Period Financials and Performance (12pts), Team
 12/1 - Finalized Website, with Video (20pts), Team
 12/1 - Anonymous Peer Review (2pts), Individual
 12/7 - Course and Project Reflections (10pts), Team
 12/7 - Class Participation (10pts), Individual

Class participation

Entrepreneurs spend much time conversing and exchanging ideas with others as part of getting things done. Good business typically involves drawing on the expertise of others and sharing knowledge quickly. Participating in class will sharpen your capabilities to draw out knowledge from others, offer constructive criticism, integrate ideas in real time, persuade others of your ideas, and offer action steps. Effective in-class discussion, then, lies at the heart of this course. Your participation will be assessed in terms of:

- Your consistent contributions across sections
- Your demonstration of an in-depth understanding of course readings/cases
- Your ability to persuasively and concisely convey your thoughts
- Your willingness to test new ideas rather than play it safe
- Your ability to build on others' contributions when discussing course concepts
- Your ability to avoid non-constructive argumentation

Remember, class attendance is not a substitute for verbal contributions. It will similarly be difficult to do well on this dimension if you do not regularly attend the course (regardless of the reason, you gain zero points for class contribution on days that you are absent). If you miss a section, it will be your responsibility to find out what materials were covered, what assignments were made, and what handouts you missed. If you are tardy to class, I will lower your participation grade.

Calibration of class participation:

Outstanding contributor (A): In-class contributions reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that the person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not in class, the quality of our discussions would be greatly diminished.

Adequate contributor (B): Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others and indicate that the person is a passable listener. If this person were not in class, the quality of our discussions be diminished somewhat.

Unsatisfactory contributor (C): Contributions reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. The person does very little to further the thinking and contributions of others.

Non-participant (D): This person has said little or nothing in this class and so has not contributed anything. Such persons are free-riders because they have benefited from the thinking and courage of others but have offered little in return. If this person were not in class, the quality of the discussions would be unchanged or possibly improved.

It should be noted that I recognize that not everyone is extroverted; some students find it less natural to participate in class than others. Often, this is not due to shyness, but a tendency to analyze questions to a

greater degree before being willing to share their opinions. I consider it my responsibility to make the classroom environment one that facilitates participation. One way I achieve this is by sometimes allowing opportunities for students to work through their ideas individually and/or in small group discussions before sharing them with the class. Another way is by creating a culture of respect and rapport. By early in the semester, I will know all of you by name, and you will know many of your classmates. I am confident that you will feel confident participating in class and gain much from the experience of doing so.

Week-by-Week Class Overview and Specialized Topics (ST)

Week 1: Introduction. We will use the first day of class to introduce the course, including the key assignments, expectations, and objectives. By the end of the class, you should have a good sense of whether the class will be a good fit for you.

Week 2: Foundational Concepts and Idea Generation. We will introduce several foundational concepts that will be relevant to, and reinforced throughout, the semester. We will do so, in part, through a guest video presentation on what it's like to think up, launch and scale a start up, which hits on the majority of these key points. We will also focus on some key elements of creativity and idea generation, with class exercises that reinforce these concepts. If you previously took my ELE 3010 class, you will find these elements to be consistent with--but distinct from--the ones covered in that class. Moreover, they will be covered in a way that has direct relevance to the EC project in the class. Finally, we will dedicate a portion of the class to preparing each of you to present one or more potential EC idea concepts to the class the following Tuesday.

Week 3: Initial Pitches and Team Formation. You will have the opportunity to pitch potential idea concepts for the EC project. These pitches serve several purposes. One is to allow you to begin to recruit a team around a particular concept. Another is to begin to identify other business concepts, pitched by your classmates, which you may wish to work on as a team member. Still another is to begin to assess the type of idea concepts most viable and attractive for this course (and in general). We also will devote a portion of the class to a more in-depth introduction to the EC project. Additionally, we will be forming teams for the EC project. As part of these activities, we will delve into some of the key provisions and considerations (e.g., equity arrangements, voting rights, roles and responsibilities) that typically go into an operating agreement, among founders, in a start-up. These ideas will be germane to the operating agreements you will form among your team members, due on Tuesday.

Week 4: "Free For All" Exercise. You will engage in a two-part "real-life" exercise that illustrates some foundational concepts from the course and moves us closer to the launch of the EC project. The foundations and business planning for the "Free For All" exercise will occur on Tuesday, along with its execution. The debriefing for the exercise will take place on Thursday. Each team will be responsible for making a brief presentation (no longer than 5 minutes) that describes their experience.

Week 5: Business Model Canvas and Customer Research. We will revisit the Business Model Canvas tool introduced in your previous entrepreneurship class(es) at Clemson and delve deeper into its application to your EC project. Click ([here](#)) for a short video refresher of the basic components of the Business Model Canvas and their interconnections. Click ([here](#)) for a short video of the Business Model Canvas, as applied at Nespresso. For the business models that your EC teams will be developing in this class, we will give particular consideration to your anticipated target customer(s), value proposition (and related competitive advantages), and the revenue/cost structure of your business concept. Notably, the focal assumptions that underlie your business model will provide the basis for validating, refuting, and/or fine-tuning the efficacy of its core elements. To prepare you for Thursday's assignment, we will also be devoting time in this class to questions of "customer development" (in lean start-up parlance), or the interactions necessary to sufficiently understand your target customer and their receptivity to your proposed (and, over time, refined) value proposition. You should also use this week to conduct market research (i.e., "hit the pavement") to better understand the target customer for your product or service offering. Refer to Tuesday's assignment for details on the course website for the types of customer interactions you will need to complete for that assignment (e.g., conversations with at least 10 potential customers). Beyond these

specifics, some other research techniques you may wish to schedule and conduct (whether now or later in the semester) include close observation, surveys (consider the advantages of **mTurk**), and/or focus groups.

Week 6: Website Development (ST) and Lunch and Learn. We will delve into some of the facets that make websites for startups compelling and useful (e.g., landing pages, Google Analytics, design features, messages). As part of this broader topic, we will spend time on the content and qualities expected to be reflected in the websites your teams will be creating for your EC project. All teams will be asked to create their website using (Wix), a free website builder. This is the same platform I used to create the website you are viewing. Like the many other website development platforms that exist on the market today, Wix is easy to learn and exhibits considerable feature and design flexibility, allowing you to create a professional looking website at little or no cost. Also this week, arrange a lunch meeting with your team and an experienced entrepreneur or business owner of your choice. Discuss your business concept, efforts to date, the nature of the course project, and your plans for executing it. Use the meeting time to elicit their feedback and expert advice on the various elements of your business model and their interconnections. To guide this conversation, it will be helpful to have a first cut at your Business Model Canvas available, which you can share with them over lunch (as they say, "a picture is worth 1,000 words"). Please note that while much of the feedback you receive could be biased by your guest's own idiosyncratic experiences and biases, much of what he or she will share is likely to be quite helpful in shaping your thinking and approach to the project. Please also be sure to thank your guest for his or her time and input, and insist on paying for their meal (it is one of the few costs you will incur in this class, and it can be spread out among your teammates).

Week 7: Trade Show and EC Launch. We will be hosting a trade show in class. Each team will prepare a tabletop display of their planned product or service offering. The display should include a demo of your website (at minimum) and be able to give observers a clear understanding of your offering; the "customer persona" most likely to be interested in it (i.e., who you are targeting in your efforts); and, how the various elements of your Business Model Canvas fit together in a meaningful way to allow you to create and capture value. Naturally, the more data you have to support your assumptions (e.g., from your earlier customer interviews), the more convincing your display will be. During this trade show (mock) investors who are potentially interested in your idea will visit you. I will be choosing these investors from among my peers, including members of the business community. It is your goal to impress them enough that they are willing to (hypothetically) invest in your venture. Components of the grade include the professionalism of your display (3pts); the quality of the supporting content (e.g., website content, customer persona, Business Model Canvas) (3pts); the strength of your pitch (e.g., ability to discuss the opportunity, market knowledge, quality of your management team, and the venture's potential returns in a way that is polished, professional, and passionate) (3pts); and the portion of their available investment dollars (hypothetically) allocated to your venture, instead of your peers' ventures (6pts).

Week 8: Project Management (ST) and Team Meetings. We will delve into the ways in which entrepreneurs typically manage their ventures (or entrepreneurial pursuits), along with the many resources available to support such efforts. Particular emphasis will be placed on the software that makes forming and managing entrepreneurial venture much more accessible in this day and age than was previously possible, along with the facets of managing a venture that are frequently outsourced by entrepreneurs. I will also be meeting one-on-one with your team to touch base on your EC progress, for you to ask me questions about things you may be unclear about, and for me to give you individualized feedback.

Week 9: Networking (ST) and Team Meetings. We will consider the distinct potential for our personal networks to make or break the success of entrepreneurial ventures. Such networks take the form of the various resources available to us locally (e.g., on campus, in the upstate); our "virtual" network of experts available online (as emphasized and elaborated here); and the people who we know (and who they know), whether closely or not. I will also be meeting one-on-one with your teams, giving special attention to your financials and ensuring they are being recorded correctly.

Week 10: Social Media Marketing (ST). We will take a deeper dive into the ways in which start-ups are leveraging social media (e.g., facebook, twitter, etsy, pinterest, LinkedIn, Snapchat, YouTube) in their

marketing efforts. Likely included will be a visit to Clemson's (Social Media Listening Center) and/or (Athletic Department Social Media Team), along with expert advice from one or more of the center's representatives on the tactics that tend to be more or less effective in these endeavors.

Week 11: Crowdfunding (ST) and Team Meetings. We will delve into the world of crowdfunding and, to a lesser extent, venture financing (in more general terms). We will look closely at platforms like (kickstarter) and (indiegogo), including their basic features, and the role they can play in new ventures. Beyond the practical relevance of this class, the material also has relevance to the final deliverable of your EC project, where you will be creating a page on your website that mimics a crowdfunding platform page (e.g., with a video, product/service description, funding target, reward structure). I will also be meeting one-on-one with your teams. For this meeting, special attention will be given to your sales efforts to date, including any necessary adjustments that you have made or may need to still make.

Week 10-11: Fall Break and Team Meetings. As we approach the conclusion of the EC project, we will be meeting one again to gauge your progress and provide project guidance. Special attention will be given during these meetings to the final deliverable requirements for the EC project.

Week 12: Legal Considerations (ST) and Guest Speaker. We will delve into some of the key legal considerations when forming a start-up. These include forms of organizing (e.g., sole proprietorship, LLC, corporation), aspects of intellectual property protection (e.g., patents, trademarks, and copyrights), and various reporting requirements. One or more guest speakers with expertise on these and related topics may be joining us.

Week 13: Negotiations (ST) and Thanksgiving. We will look more closely at some fundamentals of negotiations that are regularly overlooked as essential to entrepreneurship, but which play a fundamental role. Included will be one or more exercises that reinforce the main points. Also, this date marks the end to all selling associated with the EC project.

Week 14: Presentation Celebration and Final Deliverables. For our final class, we will use the government proceeds from your EC project to celebrate in style with food and drinks at a location TBD. During that time, we will watch the videos you created for your crowdfunding website and say our farewells. We will also revisit the final deliverables due on the final exam date.

000277

Add Undergraduate Course

Course Attributes

Subject Abbreviation: ELE-Exec Lead and Entrepren
Course Number: 4030
Effective Term: Fall 2017
College: Business
Department: Management
Catalog Title: Venture Growth **Additional Fee?**
Transcript Title: Venture GrowthJustification
Cross-reference(s):
Grade Mode: Standard Letter

Form

User ID: chadn **Name:** Chad Navis
Date: 11/10/2016 **Number:** 24922

Hours

Fixed Credit Course

Credit Hrs	Contact Hrs
3	3

Variable Credit Course

Credit Hrs	Contact Hrs	Min	Max

Rationale for Add Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

Projected Enrollment

Year 1: 30
 Year 2: 40
 Year 3: 40
 Year 4: 40

Evaluation

Undergraduate

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	< 60

Weighted percentage of assignments (Quizzes 28%; Written and Case Assignments 16%; Simulation 20%; Midterm Exam 18%; Final Exam 18%)

Catalog Description

Students learn and apply key aspects of managing, leading, and growing entrepreneurial ventures. Attention is given to the functional and relational interdependencies that entrepreneurial leaders must account for and manage in their organizations, which students experience directly through extensive use of a computer-based simulation. Preq: ELE 3010.

Prerequisite(s) Corequisite(s)

ELE 3010

Statement of need and justification based on assessment of student learning outcomes

After benchmarking entrepreneurial programs across the country, our entrepreneurship faculty recognized the value of offering more managerial- and growth-focused entrepreneurship course, which is a key facet of the entrepreneurial process

Textbook(s)

Bamford & Bruton. Entrepreneurship: The Art, Science, and Process for Success. Second Edition. McGraw-Hill-Irwin. (2016). Each student must also pay a \$45 subscription fee to participate in the Marketplace simulation.

000278

Learning Objectives

Upon completion of this course, students will be able to apply and explain the basic concepts of effective management, leadership, and strategy formulation as an executive member of a new venture team. Students are expected to demonstrate knowledge of the accounting, financial, marketing and management concepts involved in these key activities.

Topical Outline

- 1 - Course Introduction
- 2 - Understanding Customer Pains
- 3 - Individual Presentations
- 4 - Evaluating Business Concepts
- 5 - Understanding the External Environment of Your Venture
- 6 - Managing the Internal Accounting and Finances of Your Venture
- 7 - Simulating Your Role as a Entrepreneurial Leader (Marketplace Simulation)
- 8 - Navigating the Legal Environment of Your Venture
- 9 - Managing the Human Resources of Your Venture
- 10 - Managing the Marketing and Operational Functions of Your Venture
- 11 - Simulating Your Role as a Entrepreneurial Leader (Marketplace Simulation Continued)
- 12 - Evaluating the Strategy of Your Venture
- 13 - Harvesting Value from Your Venture
- 14 - Simulating Your Role as a Entrepreneurial Leader (Marketplace Simulation Continued)
- 15 - Growing Your Venture (e.g., Acquisitions, Franchising)
- 16 - Course Integration and Final Exam

Syllabus

Upload File: [ELE 4030 Syllabus - Venture Growth-20161026172224.docx](#)

Description: ELE 4030: Venture Growth

Janis R. Miller _____ 11-11-16 _____
 Chair, Department Curriculum Committee Date

Sharon _____ 11-11-16 _____
 Department Chair Date

Mark G. Wolf _____ 11/11/16 _____
 Chair, College Curriculum Committee Date

[Signature] _____ 11/14/16 _____
 College Dean Date

Director, Calhoun Honors College _____ Date
John D. Hoff _____ 12/2/2016 _____
 Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee _____ Date
Robert T. Jones _____ 2/6/17 _____
 Provost Date

President _____ Date

ELE 4030: Venture Growth

Course Information

Class Time:
Classroom:
Course Web Page:

Instructor:

Office:
Office Hours:
Email:

In this course, you will be immersed in (1) the study of entrepreneurial leadership, (2) examining effective management and growth strategies and (3) running computer-simulated venture start-ups. The Marketplace simulation offers students the opportunity to start up and manage the operations of a business through six decision cycles. Repeatedly, one must analyze the situation, plan a business strategy and then execute that strategy out into the future. Students are expected to demonstrate knowledge of the accounting, financial, marketing and management concepts involved in new venture planning

Learning Objective

Upon completion of this course, students will be able to apply and explain the basic concepts of effective management, leadership, and strategy formulation as an executive member of a new venture team.

Required Text

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Grading Components

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Assignments Points

My Slogan Presentation 5
 Quizzes (5 @ 30 points each) 150
 BUG List (Individual) 5
 Elevator Pitch (from BUG list) 15
 Online Assignments (2 @ 10 points each) 20
 BMC Poster & Paper (from BUG list) 20
 MP: Company Ranking 60
 MP: Business Plan Presentation 25
 MP: Board of Directors Presentation 25

Case Study Paper 25
Midterm Exam 100
Final Exam 100
TOTAL POSSIBLE POINTS: 550

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Outstanding contributor (A): In-class contributions reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that the person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not in class, the quality of our discussions would be greatly diminished.

Adequate contributor (B): Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others and indicate that the person is a passable listener. If this person were not in class, the quality of our discussions be diminished somewhat.

Unsatisfactory contributor (C): Contributions reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. The person does very little to further the thinking and contributions of others.

Non-participant (D): This person has said little or nothing in this class and so has not contributed anything. Such persons are free-riders because they have benefited from the thinking and courage of others but have offered little in return. If this person were not in class, the quality of the discussions would be unchanged or possibly improved.

It should be noted that I recognize that not everyone is extroverted; some students find it less natural to participate in class than others. Often, this is not due to shyness, but a tendency to analyze questions to a greater degree before being willing to share their opinions. I consider it my responsibility to make the classroom environment one that facilitates participation. One way I achieve this is by sometimes allowing

opportunities for students to work through their ideas individually and/or in small group discussions before sharing them with the class. Another way is by creating a culture of respect and rapport. By early in the semester, I will know all of you by name, and you will know many of your classmates. I am confident that you will feel confident participating in class and gain much from the experience of doing so.

Week-by-Week Class Overview

1 - Course Introduction

2 - Understanding Customer Pains

3 - Individual Presentations

4 - Evaluating Business Concepts

5 - Understanding the External Environment of Your Venture

6 - Managing the Internal Accounting and Finances of Your Venture

7 - Simulating Your Role as a Entrepreneurial Leader (Marketplace Simulation)

8 - Navigating the Legal Environment of Your Venture

9 - Managing the Human Resources of Your Venture

10 - Managing the Marketing and Operational Functions of Your Venture

11 - Simulating Your Role as a Entrepreneurial Leader (Marketplace Simulation Continued)

12 - Evaluating the Strategy of Your Venture

13 - Harvesting Value from Your Venture

14 - Simulating Your Role as a Entrepreneurial Leader (Marketplace Simulation Continued)

15 - Growing Your Venture (e.g., Acquisitions, Franchising)

16 - Course Integration and Final Exam

000283

Change Undergraduate Course

Change a Course

Subject: ELE-Exec Lead and Entrepren
Number: 4990
Effective Term: Fall 2017
Title: Exec Lead & Entr III

Honors Course:
 Add Honors Course:

Last Term Course was taught: 201101

Brief Statement of Change Based on Assessment Results:

This course was created as a directed study and has not been offered at any point in the past five years. A better use for this course designation is to support special topic opportunities pertaining to the study of entrepreneurship.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Change Transcript Title

From Exec Lead & Entr III
To Special Topics in Entrepreneurship

Change Schedule Type

From	To
<input checked="" type="radio"/> Field Course	<input type="radio"/> Field Course
<input type="radio"/> Independent Study	<input type="radio"/> Independent Study
<input type="radio"/> Internship	<input type="radio"/> Internship
<input type="radio"/> Lab No Fee	<input type="radio"/> Lab No Fee
<input type="radio"/> Lab With Fee	<input type="radio"/> Lab With Fee
<input type="radio"/> Lecture	<input checked="" type="radio"/> Lecture
<input type="radio"/> Other	<input type="radio"/> Other
<input type="radio"/> Seminar	<input type="radio"/> Seminar
<input type="radio"/> Studio	<input type="radio"/> Studio
<input type="radio"/> Tutorial	<input type="radio"/> Tutorial

Change Course Modifier

From	To
<input type="checkbox"/> Variable Title	<input checked="" type="checkbox"/> Variable Title
<input type="checkbox"/> Creative Inquiry	<input type="checkbox"/> Creative Inquiry
<input checked="" type="checkbox"/> Repeatable	<input checked="" type="checkbox"/> Repeatable
Max Credits: 3	Max Credits: 6

Change Catalog Description

000284

From (3-6) Continuation of ELE 3010 and 4010. Directed practical study of entrepreneurship and leadership. Students work closely with external infant firms to develop new products and bring existing products to market successfully. Preq: ELE 4010.

To Students examine selected topics in entrepreneurship based on developments in the field and faculty interests. Emphasis is on the application of these topics to entrepreneurial thinking, behavior, and success. May be repeated for a maximum of six credits, but only if different topics are covered. Preq: Sophomore standing or higher.

Change Prerequisite(s) / Corequisite(s)

From ELE 4010

To Sophomore standing or higher

Learning Objectives

ELE 4990 is a three credit course for Clemson students focused on entrepreneurship. Objectives include analyzing the role that entrepreneurship plays in the US economy, understanding the various stakeholders that impact the success of an entrepreneur, analyzing the personal attributes that the majority of entrepreneurs have in common and their implications for venture success, assessing the most common mistakes that lead to entrepreneurial failures, and appraising how established companies are embracing entrepreneurial thinking.

Topical Outline

Vary by section

Evaluation

Undergraduate

A	90	-	100
B	80	-	89
C	70	-	79
D	60	-	69
F	<		60

Weighted percentage of assignments (Quizzes 30%; Written and Case Assignments 20%; Exams 40%; Participation 20%)

Syllabus

Upload File: [ELE 4990 - Special Topics in Entrepreneurship \(syllabus final\)-20161110130202.docx](#)

Description: ELE 4990: Special Topics in Entrepreneurship

Form

User ID: chadn **Name:** Chad Navis

Date: 11/10/2016 **Number:** 27107

Janis L Miller

0000/0/16

Chair, Department Curriculum Committee

Date

John Staven

11-10-16

Department Chair

Date

Ann G Wolf

11/21/16

Chair, College Curriculum Committee

Date

J. Futura

11/14/16

College Dean

Date

Director, Calhoun Honors College

John D. Stiff

12/2/2016

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Robert G Jones

2/4/17

Provost

Date

President

Date

ELE 4990: Special Topics in Entrepreneurship

INSTRUCTOR	Differs by section
-------------------	--------------------

Course Description

Varies by section.

Learning Objective

Objectives include analyzing the role that entrepreneurship plays in the US economy, understanding the various stakeholders that impact the success of an entrepreneur, analyzing the personal attributes that the majority of entrepreneurs have in common and their implications for venture success, assessing the most common mistakes that lead to entrepreneurial failures, and appraising how established companies are embracing entrepreneurial thinking.

Required Text(s):

- Varies by section

Attendance

It is not a good strategy to miss class. It is also disruptive to come to class late. Much of your learning takes place when we are in class together, so I expect each of you to take responsibility for the learning effectiveness of our sessions. Naturally, multiple class absences will negatively affect your class participation grade and your ability to do well in the class. In the event that I am late, you may leave after waiting 10 minutes past the beginning of class.

Students with Disabilities

Students with disabilities who need accommodations should make an appointment with Margaret Camp, Director of Student Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in G-20 Redfern (telephone number: 656-6848; email: sds-l@clemsun.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester. In order to comply with the Americans with Disabilities Act (ADA), faculty must follow instructions contained in letters issued by the office of Student Disability Services. All questions should be directed to Dr. Margaret Camp (656-6848).

Clemson University Title IX Statement

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy can be found by clicking [here](#). Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He is also the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864-656-3181 (voice) or 864-565-0899 (TDD).

Contacting Me

You can reach me by email at chadn@clemson.edu. For simple questions, this is the quickest way to reach me. I will typically respond within 24 hours. For more difficult questions, please set up an appointment to meet with me. Although my official office hours are Thursday afternoons from 1:00-3:00, I am also happy to meet various other times, as necessary, based on your schedule. Just send me an email, and we can figure out a good time for both of us. I encourage you to stay in contact with me regarding any issues concerning the requirements of this course.

Academic Integrity

The faculty of the College of Business emphasizes that honesty, integrity, and respect for others are fundamental expectations in our college. As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, lying, cheating, or stealing in any form will not be tolerated. Please read carefully the provisions of the policies, make certain you understand and adhere to them, and ask me to clarify any questions you have regarding them. These policies are in effect for all exams and assignments. Click on the following link to learn more about Clemson's policies on [academic integrity](#).

Grading Overview

In this course, a grade of A means that the student has excelled in all areas. A grade of B means that the student has done solid work and has even excelled in some areas. A grade of C means the student's performance meets basic standards. A grade of D or below reflects performance by the student that has not met the core learning objectives in the course. Inconsistent attendance, missed deadlines, and consistently poor contribute to lower performance. The grading scale is as follows. Fractions of a point will be rounded down (e.g., 89.9=B): A >90 B 80-89.99 C 70-79.99 D 60-69.99 F <60

Grading Components

Weighted percentage of assignments (Quizzes 28%; Written and Case Assignments 16%; Simulation 20%; Midterm Exam 18%; Final Exam 18%)

Course Topics and Schedule

Varies by section.

Change Major

If Gen Ed requirements are changed a separate Gen Ed Checklist form must accompany this form.

Major Name: Management
 Degree: Bachelor of Science
 Effective Catalog Year: 2017-2018

Change Major Name to: MGT Curriculum Map: Proposed 2017 MGT map-20161109070956.docx
 Change Degree to: Bachelor of Science
 Change Curriculum Requirements Description: BS Mgt Curriculum Map 2017
 Change General Education Requirements Additional Information: MGTSupportReq2017-20161109070956.doc
 Add, Change, or Delete Concentration(s) Description: BS Mgt Support Courses 2017
 Add, Change, or Delete Emphasis Area(s)

Summary/Explanation

1-HR emphasis area: Replace PSYC3690 that was accidentally deleted last year
 2-International emphasis area: Add new course MGT3680 (Int'l internship)
 3-Overhaul entrepreneurship emphasis area after an in depth curriculum review by the (mostly new) entrepreneurship faculty who created several new courses and updated most of the existing entrepreneurship courses.

Rationale for Change Major

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Form

User ID: janism Name: Janis Miller
 Date: 11/09/2016 Number: 27740

Janis L. Miller
Chair, Department Curriculum Committee

11/9/16
000239
Date

[Signature]
Department Chair

11-10-16
Date

Jack G. Wolf
Chair, College Curriculum Committee

11/11/16
Date

[Signature]
College Dean

11/14/16
Date

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Robert H. Jones
Provost

2/6/17
Date

President

Date

Sophomore Year**First Semester**

- 3- ACCT 2010 Financial Accounting Concepts
- 3- MGT 2010 Principles of Management¹
- 3- CPSC 2200 Microcomputer Applications¹ or
3- MGT 2180 Mgr. Personal Computer Appl.¹
- 3- STAT 3090 Introductory Business Statistics
- 3- Arts and Humanities (Non-Lit.) Requirement²

15

Second Semester

- 3- ACCT 2020 Managerial Accounting Concepts
- 3- MGT 3100 Intermediate Business Statistics¹
- 3- Arts and Humanities (Literature) Requirement²
- 3- Cross Cultural Awareness Requirement²
- 3- Elective

15

Junior Year**First Semester**

- 3- MGT 3070 Human Resource Management¹ or
3- MGT 4000 Mgr. of Organizational Behavior¹
- 3- MGT 3180 Management of Info. Systems¹
- 3- MGT 3900 Operations Management¹
- 3- MKT 3010 Principles of Marketing
- 3- Support Area Requirement³

15

Second Semester

- 3- LAW 3220 Legal Environment of Business
- 3- MGT 3120 Decision Models for Management¹
- 6- Emphasis Area Requirement^{4,5}
- 3- Support Area Requirement³

15

Senior Year**First Semester**

- 3- FIN 3060 Corporation Finance or
3- FIN 3110 Financial Management I
- 3- Emphasis Area Requirement^{4,5}
- 6- Support Area Requirement³
- 3- Elective

15

Second Semester

- 3- MGT 4150 Business Strategy^{4,5}
- 3- MGT 4230 International Business Management¹
- 3- Emphasis Area Requirement^{4,5}
- 3- Support Area Requirement³
- 3- Elective

15

120 Total Semester Hours

¹Grade of C or better in this course is required for graduation.²See General Education Requirements. If this requirement is met through the completion of another General Education requirement, students will have three additional elective hours. Students must complete 120 total hours. Note: Cross-Cultural Awareness Requirement may also be satisfied by some of these courses.³Management majors must complete a support area consisting of fifteen hours beyond the coursework required by the management curriculum and the management emphasis area requirement. Students should choose ONE of the following two ways to satisfy this requirement: (1) Declare and complete a minor requiring AT LEAST 15 hours of additional coursework, or (2) Complete 15 hours of coursework selected from the approved list of management support courses.⁴Management majors must complete an emphasis area consisting of twelve hours beyond the coursework required by the management curriculum and the support area requirement. Students should choose ONE of the following ways to satisfy this requirement:*Business Analytics*—MGT 3500, 3510, 4500, and 4540*Entrepreneurship*—ELE 3010, MGT (ELE) 3150 plus two courses from ECON (ELE) 3210, ELE 4010, 4990, MGT 4400, 4970, MKT (ELE) 3140, MKT 4200, 4250, 4260, 4270, 4280, 4290, 4300, SOC (ELE, POSC, PSYC) 3560.*Human Resource Management*—Any four of the following courses, including at least two management courses not already taken in the basic curriculum: MGT 3070, 4000, 4160, 4250, 4310, 4350, 4360, 4400, PSYC 3640, 3680, 4350, 4710.*International Management*—Any four of the following courses: ECON 3100, FIN 4110, LAW 4200, MGT 4240, 4440, MKT 4270, POSC 3610, 3620, 3670, 4290, and any international business courses approved in advance and taken as part of a study abroad experience.*Management Information Systems*—MGT 4110, 4520, and two courses from CPSC 4620, MGT 4300 (topic must be approved in advance by advisor), 4540, 4550, 4560.*Operations Management*—MGT 4020, and two courses from MGT 4080, 4110, 4270, and one course from MGT 4040, 4120, 4440.*Supply Chain Management*—MGT 4120, 4240, and two courses from MGT 3050, 3170, 4020, 4080, 4270, 4440, MKT 4260.*General Management*—Any four 3000- or 4000-level management courses.⁵MGT 4150 must be taken at Clemson University.

Note: At least 50 percent of the total credits taken in ACCT, ECON, ELE, FIN, LAW, MGT, and MKT must be taken at Clemson University.

Sophomore Year

First Semester

- 3 - ACCT 2010 Financial Accounting Concepts
 - 3 - MGT 2010 Principles of Management¹
 - 3 - CPSC 2200 Microcomputer Applications¹ or
3 - MGT 2180 Mgt. Personal Computer Appl.¹
 - 3 - STAT 3090 Introductory Business Statistics
 - 3 - Arts and Humanities (Non-Lit.) Requirement²
- 15

Second Semester

- 3 - ACCT 2020 Managerial Accounting Concepts
 - 3 - MGT 3100 Intermediate Business Statistics¹
 - 3 - Arts and Humanities (Literature) Requirement²
 - 3 - Cross Cultural Awareness Requirement²
 - 3 - Elective
- 15

Junior Year

First Semester

- 3 - MGT 3070 Human Resource Management¹ or
3 - MGT 4000 Mgt. of Organizational Behavior¹
 - 3 - MGT 3180 Management of Info. Systems¹
 - 3 - MGT 3900 Operations Management¹
 - 3 - MKT 3010 Principles of Marketing
 - 3 - Support Area Requirement³
- 15

Second Semester

- 3 - LAW 3220 Legal Environment of Business
 - 3 - MGT 3120 Decision Models for Management¹
 - 6 - Emphasis Area Requirement^{1,4}
 - 3 - Support Area Requirement³
- 15

Senior Year

First Semester

- 3 - FIN 3060 Corporation Finance or
3 - FIN 3110 Financial Management I
 - 3 - Emphasis Area Requirement^{1,4}
 - 6 - Support Area Requirement³
 - 3 - Elective
- 15

Second Semester

- 3 - MGT 4150 Business Strategy^{1,5}
 - 3 - MGT 4230 International Business Management¹
 - 3 - Emphasis Area Requirement^{1,4}
 - 3 - Support Area Requirement³
 - 3 - Elective
- 15

120 Total Semester Hours

¹ Grade of C or better in this course is required for graduation.

² See General Education Requirements. If this requirement is met through the completion of another General Education requirement, students will have three additional elective hours. Students must complete 120 total hours. Note: Cross Cultural Awareness Requirement may also be satisfied by some of these courses.

³ Management majors must complete a support area consisting of fifteen hours beyond the coursework required by the management curriculum and the management emphasis area requirement. Students should choose ONE of the following two ways to satisfy this requirement: (1) Declare and complete a minor requiring AT LEAST 15 hours of additional coursework; or (2) Complete 15 hours of coursework selected from the approved list of management support courses.

⁴ Management majors must complete an emphasis area consisting of twelve hours beyond the coursework required by the management curriculum and the support area requirement. Students should choose ONE of the following ways to satisfy this requirement:

Business Analytics—MGT 3500, 3510, 4500, and 4540

Entrepreneurship—ELE 3010, plus three courses from ECON (ELE) 3210, ELE 3020, 3030, 4010, 4020, 4030, 4990, MGT 4220, 4400, 4970, MKT 4200, 4250, 4260, 4270, 4280, 4290, 4300, SOC (ELE, POSC, PSYC) 3560.

Human Resource Management—Any four of the following courses, including at least two management courses not already taken in the basic curriculum: MGT 3070, 4000, 4160, 4250, 4310, 4350, 4360, 4400, PSYC 3640, 3680, 3690, 4350, 4710.

International Management—Any four of the following courses: ECON 3100, FIN 4110, LAW 4200, MGT 4240, 4440, 4680, MKT 4270, POSC 3610, 3620, 3670, 4290, and any international business courses approved in advance and taken as part of a study abroad experience.

Management Information Systems—MGT 4110, 4520; and two courses from CPSC 4620, MGT 4300 (topic must be approved in advance by advisor), 4540, 4550, 4560.

Operations Management—MGT 4020; and two courses from MGT 4080, 4110, 4270; and one course from MGT 4040, 4120, 4440.

Supply Chain Management—MGT 4120, 4240; and two courses from MGT 3050, 3170, 4020, 4080, 4270, 4440, MKT 4260.

General Management—Any four 3000- or 4000-level MGT or ELE courses.

⁵ MGT 4150 must be taken at Clemson University.

Note: At least 50 percent of the total credits taken in ACCT, ECON, ELE, FIN, LAW, MGT, and MKT must be taken at Clemson University

**B.S. Management
SUPPORT REQUIREMENT
2017-018**

1. **EITHER a minor (15 hour minimum requirement)**

OR

2. **15 hours selected from a department approved list as follows (*confirm that you have the required prerequisites*)**

- All 3xxx and 4xxx courses in ACCT, ECON, ELE, FIN, LAW, MGT and MKT
- All 2xxx and above foreign language courses (ARAB, CHIN, FR, GER, ITAL, JAPN, RUSS, SPAN)
- BUS 3990, 4990
- CP SC 4620
- COMM 3610, 3640, 4640, 4800
- NPL 3000
- PHIL 3440
- POSC 3610, 3620, 4290
- PSYCH 3640, 3680, 3690, 4350, 4710
- SOC 3560, 4300
- Other courses may be acceptable, but must be approved **in advance** by the Department Chair

000293

Minor

Name: Entrepreneurship Lead Dept: Management

Change Minor

Effective Catalog Year: 2017-2018

 Change Minor Requirements:**Current Catalog Description**

A minor in Entrepreneurship consists of 15 credits including the following: ELE 301 and MGT (ELE) 315. Nine credit hours from the following courses are also required: ECON (ELE) 321, ELE 401, 499, MGT 497, MKT (ELE) 314, MKT 420, 425, 426, 427, 428, 429, 430, SOC (ELE, POSC, PSYCH)

Proposed Catalog Description

A minor in Entrepreneurship consists of 15 credits with ELE 3010 required. 12 credit hours from the following courses are also required: ELE 3020, 3030, 4010, 4020, 4030, 4990, ECON (ELE) 3210, MGT 4220, 4400, 4970, MKT 4200, 4250, 4260, 4270, 4280, 4290, 4300, SOC (ELE, POSC, PSYCH) 3560.

Summary / Explanation

The entrepreneurship faculty in the Management Department recently completed an in depth curriculum review of our entrepreneurship courses. This led to changes to the core ELE courses and, in turn, the required and possible courses that qualify for the minor. These changes also align the entrepreneurship minor and emphasis area requirements.

Rationale for Change Minor

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Form

User ID: chadn Name: Chad Navis

Date: 11/02/2016 Number: 27580

Janis R. Kula

10/20/16

Chair, Department Curriculum Committee

Date

M. Sharan

11-10-16

Department Chair

Date

Paul G. Ward

11/11/16

Chair, College Curriculum Committee

Date

D. Turner

11/14/16

College Dean

Date

Director, Calhoun Honors College

John D. Stiff

12/2/2016

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Robert S. Jones

2/6/17

Provost

Date

President

Date

Change Undergraduate Course

Change a Course

Subject: MKT-Marketing

Number: 4240

Effective Term: Spring 2017

Title: Sales Management

Honors Course:

Add Honors Course:

Last Term Course was taught: 201601

Brief Statement of Change Based on Assessment Results:

MKT 4240 Sales Management has MKT4200 Professional Selling as one of its Prerequisites, but our students with technical majors typically take MKT 4210 Technical Selling in place of MKT 4200. This form adds MKT 4210 as an alternative prerequisite.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Change Prerequisite(s) / Corequisite(s)

From MKT 3010 and MKT 4200.
To MKT 3010 and either MKT 4200 or MKT 4210.

Learning Objectives

Topical Outline

Change Undergraduate Course - Curriculum & Course Change System

Robert Jones
Chair, Department Curriculum Committee
Date: 11/9/16

[Signature]
Date: 11-9-16

[Signature]
Department Chair
Date: 11/11/16

[Signature]
Chair, College Curriculum Committee
Date: 11/17/16

[Signature]
College Dean
Date:

[Signature]
Director, Calhoun Honors College
Date: 12/2/2016

[Signature]
Chair, Undergraduate Curriculum Committee
Date:

[Signature]
Chair, Graduate Curriculum Committee
Date:

Robert Jones
Provost
Date: 2/16/17

[Signature]
President
Date: