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|  | [SITE MAP](https://bssp3.cc.wmich.edu/PLS/BPROD/twbksite.P_DispSiteMap?menu_name_in=bmenu.P_MainMnu&depth_in=2&columns_in=3) | [HELP](https://bssp3.cc.wmich.edu/wtlhelp/twbhhelp.htm) | [EXIT](https://bssp3.cc.wmich.edu/PLS/BPROD/twbkwbis.P_Logout) |

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| Workflow Curriculum Modification - Course Change |  |  |
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Please verify your answers to the previous questions before clicking Submit Request at the bottom of the page.

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| **1. Proposed course prefix and number:** MGMT 3350 |
| **2. Proposed credit hours:** 3 |
| **3. Proposed course title:** Building the Business |
| **4. Proposed course prerequisites:** MGMT 2140 or MGMT 2500 AND FIN 2420 or FIN 3200 |
| **5. Proposed course corequisites:** none |
| **6. Proposed course prerequisites that may be taken concurrently (before or at the same time):** none |
| **7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):** D |
| **8. Major and/or minor restrictions:** Not Applicable |
| **9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:** none |
| **10. Classification restrictions:** Not Applicable |
| **11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:** none |
| **12. Level restriction:** Not Applicable |
| **13. List the level (undergraduate, graduate) that is to be included or excluded.** Not Applicable |
| **14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?** UG |
| **15. Is this a multi-topic course?** No |
| **16. Proposed course title to be entered in Banner:** Building the Business |
| **17. Is this course repeatable for credit?** No |
| **18. Is this course mandatory credit/no credit?** No |
| **19. Select class type:** Lecture |
| **20. How many contact hours per week for this course?** 3 |
| **A. Please choose Yes or No to indicate if this class is a Teacher Education class:** No |
| **B. Please choose the applicable class level:** Undergraduate |
| **C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.** No |
| **D. Explain briefly and clearly the proposed improvement.** This course provides a better sequence to the ENT major. |
| **E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).** Content in this course is taught in a 4000 section of a MGMT course and comes after the 3000 section course Growing the Business. Building the Business should be before growing the business. |
| **F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.** 1. Students will be effective communicators: All students will present both individually, and as part of a group. Peer evaluations will be used to assess peer-to-peer communications, and I will provide feedback on individual and group presentations. 2. Students will have effective team skills: All students will work as part of a team for in class activities and other classroom assignments. 3. Students will acquire global business understanding: Examples of international new ventures will be provided in the textbook and covered in class. 4. Students will understand information technology systems: Students will be required to use online databases through the library to provide secondary data and support for their business plan concept and market segment. 5. Students will understand ethical business practices: We will discuss preparing a proper ethical and legal foundation for a new venture, including establishing a code of conduct. 6. Students will be critical thinkers: Students will be asked to not only think like the founder of the new venture, but also from other perspectives, such as the customer, the venture capitalist, the competitor, etc. 7. Students will have common business knowledge: Even if a student does not intend to start a new venture, learning about entrepreneurial behavior, development of a new product or service, and the elements of creating a coherent business plan, will serve the student well in any future career in a business-related field. |
| **G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.** The course will develop all learning objectives from the college assessment plan through group activities and project, global business understanding, ethics, use of technology, analysis for project to develop critical thinking skills, and generate common business knowledge. |
| **H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.** No effect is assumed. It is a new course that will serve as a replacement to an earlier course in the ENT sequence. |
| **I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.** It will be more beneficial to offer the course earlier in the sequence as part of the ENT major. |
| **J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.** Students will have a better grasp on ENT concepts by "building" a business before "growing" a business. Course offering will remain consistent with previous years. |
| **K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?** It is assumed that demand will remain consistent among ENT majors and students wishing to take the course as an elective. |
| **L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)** Resource effects will remain consistent due to assumption that course will be offered similarly as in past years and student demand will be status quo. |
| **M. With the change from General Education to WMU Essential Studies, this question is no longer used. For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.** Not Applicable |
| **N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.** Not subsitutable for any transfer credits. |
| **O. Current catalog copy:** Students will learn about the different approaches for starting a business, including the resources available to entrepreneurs both locally and nationally as well as basic funding approaches. Students will learn the skills to manage the human resources of new, small, and growing firms; gain knowledge of how to be resourceful and properly manage the limited resources in new, young, and small firms; and develop the ability to evaluate the progress of an entrepreneurial enterprise and make appropriate and timely adjustments to the business operations and strategy. |
| **P. Proposed catalog copy:** Students will learn about the different approaches for starting a business, including the resources available to entrepreneurs both locally and nationally as well as basic funding approaches. Students will learn the skills to manage the human resources of new, small, and growing firms; gain knowledge of how to be resourceful and properly manage the limited resources in new, young, and small firms; and develop the ability to evaluate the progress of an entrepreneurial enterprise and make appropriate and timely adjustments to the business operations and strategy. |
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**RELEASE: 8.5.3**

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