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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 4350 |
| **2. Proposed credit hours:** 3 |
| **3. Proposed course title:** Growing the Entrepreneurial 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:** Growing 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.** Positioning the course later in the ENT major sequence |
| **E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).** Students will now have a better foundation of entrepreneurial concepts when taking this course later in the sequence. |
| **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 participate in class discussions both as an individual, and as part of a group. Peer evaluations will be used to assess peer-to-peer communications, and I will provide feedback on group presentations. Students will also conduct an interview with a member of the small business community. 2. Students will have effective team skills: Students will work in teams during in-class exercises to assist in mastering course content. Students may also work together with others as part of a team to determine recommendations for a small business 3. Students will acquire global business understanding: Examples of international small and family businesses will be provided in the textbook and covered in class. 4. Students will understand information technology systems: Students will use the internet to research recent business information about the small or family business they have chosen for their semester project. 5. Students will understand ethical business practices: The topics of entrepreneurial integrity and ethics will be covered in class. 6. Students will be critical thinkers: Students will be asked to not only think like the owner of the small business and leader of a family business, but also from other perspectives, such as the customer, the franchisor, the competitor, a potential successor in a family business, etc. 7. Students will have common business knowledge: Even if a student does not intend to own or manage a small or family business, learning about entrepreneurial behavior, development of a new product or service, succession planning, firm governance, and the elements of managing a successful business, 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.** All learning goals of the College will be achieved. |
| **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.** It is assumed that shift in effect will take place since this course is being offered to fulfill the ENT major requirements and replace a previous course in the major (MGMT 3140). |
| **I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.** It is assumed that no shift in effect will take place since this course is being offered to fulfill the ENT major requirements and replace a previous course in the major (MGMT 3140). |
| **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.** It is assumed that no effect will take place since this course is being offered to fulfill the ENT major requirements and replace a previous course in the major (MGMT 3140). |
| **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?** Demand is assumed to remain the same. Estimated enrollment may be from 15 to 30 students. |
| **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.)** It is assumed there will be no additional resources required. The course will be offered similarly as before in regard to number of sections in a given academic year. |
| **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.** No substitutable transfer credits allowed. |
| **O. Current catalog copy:** The knowledge and skills a business-trained individual needs after founding or buying an independent firm are introduced in this course. Specific applications of business areas such as finance, advertising, accounting, and tax law for the owner/operator of a small business will be addressed. It is assumed that students have a basic knowledge of business fundamentals before taking this course. |
| **P. Proposed catalog copy:** The knowledge and skills a business-trained individual needs after founding or buying an independent firm are introduced in this course. Specific applications of business areas such as finance, advertising, accounting, and tax law for the owner/operator of a small business will be addressed. It is assumed that students have a basic knowledge of business fundamentals before taking this course. |
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**RELEASE: 8.5.3**

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