

**COB Vision**

Our vision is to be a recognized leader in developing business talent and ideas that create growth and opportunity in Arkansas and globally.

COB Statement of Mission and Core Values

We educate a diverse population of current and future business professionals to successfully and ethically meet the challenges of the global business environment. Through active engagement with the local, regional, national, and global communities, our faculty strive to deliver a high-quality business education via experiential education, a relevant curriculum, and scholarly contributions. We pursue continuous improvement opportunities to add value for our College and its stakeholders.

In carrying out this mission, the College of Business is guided by the following core values and expects the following outcomes:

1. Intellectual Excellence.

- 1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote and impact the application, creation and dissemination of knowledge through contributions to business practice, learning and pedagogical research, and discipline-based scholarship.
- 1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to impact and promote life-long and experiential learning, research, service, and community engagement.

3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.

- 4.1. Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. Responsibility: We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

Learning Goals

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

Course Syllabus

Course Information

Course Number:	MGMT 4376
Course Name:	New Venture Creation
CRN:	29518
Semester:	Spring 2019
Location:	Room #317 College of Business
Class Hours:	Tuesday / Thursday 9:25 am - 10:40 am

Instructor Information

Name:	Bill Doshier
Office Location:	College of Business 312Q
Work Email:	bdoshier@uca.edu
Phone:	501-450-5828
Office Hours:	MW 9:00am – 11am, TT 11:00am – 12:00pm, or by appointment

Prerequisites

MKTG 3376 or Consent of Instructor

Instructional Materials Required

Live Plan business plan software

<http://partners.liveplan.com/university-of-central-arkansas>

Course Description

Gain the skills needed to start and operate a small business. Students will create and present a thorough convincing business plan.

Course Objectives

1. Immerse students in the process of starting a venture.
2. Provide tools, information, and connections that will allow students to one day start their own venture.
3. Students will create and present a thorough convincing business plan.

Course Delivery Method

The course delivery will focus on the development tools provided through the LivePlan software subscription, and will also include; lecture, class discussion, panel presentation, audio/visual, class exercises and tests.

Attendance:

You are expected to attend class. You will receive a grade for attendance. Excused absences due to official university activity or illness (sports, class trips, illnesses, etc.) will not count as an absence for the sake of your grade. If you know you will be gone or have an emergency, please visit with me as soon as possible. I am glad to work with anyone given enough time. There are 3 possible attendance grades.

0 to 3 unexcused misses = 100 points

4 to 5 unexcused misses = 35 points

6 or more unexcused = 0 points

Grading

Grades will be assigned according to the class assessment rubric and attendance. See attached.

Class Schedule:

This is a Tuesday/Thursday class that meets from 9:25 AM to 10:40 AM. Details of each week will be posted as the class moves forward. **Note, class schedules are subject to change.** |

DESCRIPTION OF MAJOR DELIVERABLES/COURSE REQUIREMENTS**Content Covered:**

The class will include both individual and group work and take the students through a systematic process for developing a new venture business plan by utilizing the course assign software package, guest speakers and other resources provided by the instructor. |

Spring 19 Estimated Business Plan Project Due Dates

Week of 1/7 – Live Plan Software Intro. Business Development

Week of 1/13 Market Competitive Analysis Draft complete and submitted to Live Plan

Week of 1/20 - Products or Services Draft complete and submitted to Live Plan

Week of 1/27- Manage Team & Company Overview Drafts complete and submitted to Live Plan

Week of 2/3 - Operating Strategies complete and submitted to Live Plan

Week of 2/10 - Critical Risks complete and submitted to Live Plan

Weeks of 2/17 – 2/24 - Cash Flow, Income Statement and Balance Sheet Group Work

Week of 3/3 - Funds Required Use and Offering Draft complete and submitted to Live Plan

Week of 3/10 - Executive Summary Draft complete and submitted to Live Plan

Week of 3/17 – Review & Spring Break –

Week of 3/24 - Clean up draft entries. Continue Review

Weeks of 3/31 – 4/14 - Finalize Business Plan Draft Entry to LivePlan

Week of 4/21 – Final Week – Business Plan Presentations to Class

Week of 4/28 – Final Exam Week – Monday, 4/29 Midnight – Final Business Plan Submitted to Live Plan.

Evaluations (Fall & Spring)

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

POLICIES AND PROCEDURES

1. One of the quickest ways to fail in the start of something is to not be focused. In a class this means not being in class. You have to show up to work so you have to show up for class. The consequence of not showing up for either leads to the same unhappy place. Coming to class late also has consequences. Effort is more than just doing enough to get by. Who knows what great contact or piece of information you might miss if you are not in class that might be the spark or make the difference in your endeavor?
2. A student who misses a class is expected to notify the Instructor via e-mail (bdoshier@uca.edu), prior to the class if possible, or within 24 hours of missing class.
3. Students are expected to be in their seats, and fully prepared to start class, at the designated start time for the class. Students who do not meet this expectation, as judged by the Instructor, may have points deducted from their class attendance points.

4. Students are expected to maintain a professional and courteous demeanor at all times during class. This includes respecting your fellow classmates, staying focused on the class discussion, and not holding private conversations that are disruptive to the Instructor or fellow students.
5. **Avoid digitally distracted learning. Students should avoid interacting with their phone, computer, tablet, etc. (Device) unless it is being utilized for a specific purpose as directed by the professor during the class. At no time will students be allowed to wear head phones. If the professor believes that your device is a distraction to you, other students, or the professor you may be asked to surrender the device/s to pick it/them up at the end of the class.**

Academic Integrity Statement

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Disabilities Act Statement

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

Sexual Harassment and Academic Policies

All students are required to familiarize themselves with the University of Central Arkansas policy on sexual harassment and on academic policies. These policies are printed in the Student Handbook.

Title IX

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member, the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <http://uca.edu/titleix>.

Emergency Procedures Summary (EPS)

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

Other Required Materials/Competencies/Resources:

Faculty may add other materials as necessary for their class

ACCREDITATION & ASSURANCE OF LEARNING

Learning Goal(s) Assessed in this Class

There is no formal assessment activity scheduled in this class.

There is formal assessment activity scheduled in this class.

Learning Goals

[See Attached]

Learning Objective

[See Attached]

Measure

[See Attached]

Benchmark

[See Attached]

HLC 8a - I & E: Graduates will possess the interdisciplinary skills needed to start and operate a small business.

Student Learning Outcomes	Exceeds	Meets	Approaches	Needs Attention
1. Students will be able to clearly state a problem/opportunity in a focused and compelling manner.	The statement is clear, focused and presented in a compelling manner in a creative and memorable manner.	The statement is clear, focused, and presented in a compelling manner.	The statement is understandable but too broad. The student demonstrates awareness of the issues surrounding the problem/opportunity.	The statement is unclear and/or unfocused and not presented in a compelling fashion.
2. Students will be able to define and describe a viable market for their business idea.	The student can clearly define and describe a market supported with both primary and secondary data sources with real world interviews of those in the market as well as in-depth customer profiles.	The student can clearly define and describe a market supported with both primary and secondary data sources.	The student can identify the market, but the definition and description is too broad and supported with limited primary or secondary data.	The definition and description of the market is vague and not supported with primary or secondary data.
3. Students will be able to design and test a business model for their idea.	The student can skillfully present the business model concept and the results of the tested model in a clear and compelling fashion.	The student clearly applies business model development to their business idea and provides evidence of testing the model with customers in their viable market.	The student can define and describe business models, but show minimal application of the concept to their business idea with no testing of their model.	The student shows a lack of understanding of business models and their application to a business idea.
4. Students will be able to define and create the minimum viable products of their business idea.	The student creates a market ready product or service and has a business idea that is ready to engage customers.	The student creates a minimum viable product that clearly solves or addresses the well-defined problem or opportunity identified by the student.	The student understands the concept of a minimum viable product but produces no MVP or an MVP that lacks effort and development. The MVP may also not clearly address the stated problem or opportunity.	The student shows a lack of understanding of a minimum viable product and presents no minimum viable product.
5. Students will be able to present their business idea through a clear and focused written plan.	The written plan synthesizes the information gained in Learning Outcomes 1-4 and presents an exemplary business case with no grammatical and usage issues.	The written plan synthesizes the information gained in Learning Outcomes 1-4 and presents a clear business case with limited to no grammatical and usage issues.	The written plan presents an understandable business idea but is weakly supported by the information gained in Learning Outcomes 1-4. It may also show grammatical and usage weakness.	The written plan is unfocused, confusing, and does not present a compelling business case that is built upon Student Learning Outcomes 1-4.
6. Students will be able to present their business idea through a public presentation, pitch, etc. in an organized and compelling manner.	1a. Content: The student's public presentation is clear, well organized and compelling.	1a. Content: The student's public presentation is clear and well organized.	1a. Content: The student's public presentation is understandable, but not compelling nor well organized.	1a. Content: The student's public presentation is disorganized, unclear and not compelling.
	1b. Speaking Skills: The student shows strong and engaging speaking/presentation skills.	1b. Speaking Skills: The student shows good speaking/presentation skills.	1b. Speaking Skills: The student shows minimal speaking/presentation skills.	1b. Speaking Skills: The student is clearly unconfident and lacks public speaking/presentation skills.

SAMPLE MGMT4376 Assessment Rubric UNIVERSITY of CENTRAL ARKANSAS
COLLEGE of BUSINESS BUSINESS PLAN JUDGING CRITERIA & SCORE SHEET

Part 1: Business Plan

Executive Summary (10 Points) Number of points: _____

Clear, exciting, and effective as a stand-alone overview of the plan; includes brief description of each succeeding section of the plan; can be read in 5 minutes.

Market and Competitive Analysis (10 Points) Number of points: _____

Presents the growth trends and key driving forces of the industry; identifies the key characteristics and needs of the target market(s); assesses the competitive environment; demonstrates market acceptance for the product or service.

Products or Services (10 Points) Number of points: _____

Describes the key features and benefits, current stage of development, proprietary position, and competitive advantages of the product or service.

Management Team (5 Points) Number of points: _____

Backgrounds and roles of key individuals; history and ability to work as an effective team; personnel needs; organizational structure.

Company Overview (5 Points) Number of points: _____

Presents a vision, history, current status, goals, mission and objectives for the business.

Operating Strategies (10 Points) Number of points: _____

Addresses the marketing, production, research and development, personnel, administrative, and financial strategies for the proposed firm.

Critical Risks (10 Points) Number of points: _____

Realistically identifies the major internal and external critical risks that could threaten the business and presents viable contingency plans to address these issues.

Cash Flow Statement (10 Points) Number of points: _____

Presents a realistic assessment of cash requirements -inflows and outflows- over a projected 5-year period; cash flows are consistent with operating and marketing strategies outlined in the body of the plan; cash flow information is detailed for first 2 years, quarterly/annually for years 3-5.

Income Statement (10 Points) Number of points: _____

Demonstrates realistic and attractive income potential of the business; the income statement is consistent with the operating and marketing strategies outlined in the body of the plan; income statement information is detailed for first 2 years, quarterly/annually for years 3-5.

Balance Sheet (10 Points) Number of points: _____

Presents a realistic assessment of the working capital and fixed asset requirements of the business; appropriately reflects the projected capital structure of the business (long term debt and equity positions); balance sheet information is projected annually for 5 years.

Funds Required/Used (5 Points) Number of points: _____

Clear and concise presentation of amount, timing, type and use of funds required for venture.

Offering (5 Points) Number of points: _____

Clearly articulates the proposal/terms to investors; identifies what entrepreneur is seeking from investors; states how much equity will be given up in `return` for investment capital; presents a realistic assessment of ROI potential; presents an appropriate deal structure and possible exit scenarios.

Sum of points awarded: _____ Percentage (points/100): _____

Part 2: Presentation

Overall Organization (10 Points) Number of points: _____

Materials presented in clear, logical order, and/or sequence.

Interdisciplinary Team (5 Points) Number of points: _____

Team member(s) enrolled in majors in more than one college in the university.

Ability to Engage Judges (10 Points) Number of points: _____

The pace and content of the presentation is appropriate for an investment audience, the judges questions are answered clearly and concisely.

Quality of Written Plan (15 Points) Number of points: _____

Written and oral presentations are consistent. Written plan supports assertions in the oral presentation. Written plan communicates business concept as a stand-alone document, and stimulates potential investor attention.

Quality of Visual Aids (10 Points) Number of points: _____

Clear, interesting visual aids that help explain the business ideas and concepts. May bring sample products, but no food, drink, or promotional give-aways may be given to the judges.

Market Opportunity (10 Points) Number of points: _____

Clear market need presented, as well as a way to take advantage of that need. Meaningful examples and practical applications.

Distinctive Competence (10 Points) Number of points: _____

The company provides something novel and/or unique that gives it a competitive advantage.

Management Capability (10 Points) Number of points: _____

The team can effectively develop this company and handle the risks associated with the venture.

Financial Understanding (10 Points) Number of points: _____

The team has a solid understanding of the financial requirements of the business.

Investment Potential (10 Points) Number of points: _____

The business represents an investment opportunity in which one would consider investing.

Sum of points awarded: _____ Percentage (points/100): _____

Total points from Parts 1 & 2: _____ Percentage (points/200): _____

|