



**Document N: Course and Program Development:  
IMPACT AND APPROVAL SIGNATURES**

See Course and Program Development Policy and Procedures ([www.ubalt.edu/provost](http://www.ubalt.edu/provost)) for instructions.

SCHOOL:  LAW  MSB  CAS  CPA

CONTACT NAME:  PHONE:

DEPARTMENT/DIVISION:  DATE PREPARED:

PROPOSED SEMESTER OF IMPLEMENTATION:  fall  spring YEAR:

---

TYPE OF ACTION:  add (new)  deactivate  modify  other

LEVEL OF ACTION:  noncredit  undergraduate  graduate  other

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

COURSE ACTIONS

PROGRAM ACTIONS

Original Subject Code/Course Number:

Original Program Title:

Original Course Title:

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

COURSE ACTIONS	
<input type="checkbox"/>	1. Experimental Course
<input type="checkbox"/>	2. Course Title
<input type="checkbox"/>	3. Course Credits
<input type="checkbox"/>	4. Course Number
<input type="checkbox"/>	5. Course Level
<input type="checkbox"/>	6. Pre- and Co-Requisite
<input type="checkbox"/>	7. Course Description
<input checked="" type="checkbox"/>	8. New Course
<input type="checkbox"/>	9. Deactivate Course
<input type="checkbox"/>	22. Other

PROGRAM ACTIONS	
<input type="checkbox"/>	10. Program Requirements
<input type="checkbox"/>	11a. Undergraduate Specialization (24 credits or fewer)
<input type="checkbox"/>	11b. Master's Specialization (12 credits or fewer)
<input type="checkbox"/>	11c. Doctoral Specialization (18 credits or fewer)
<input type="checkbox"/>	12. Minor (add or delete)
<input type="checkbox"/>	13. Closed Site Program
<input type="checkbox"/>	14. Program Suspension
<input type="checkbox"/>	15. Program Reactivation
<input type="checkbox"/>	16a. Certificate Program (UG/G) exclusively within existing degree program
<input type="checkbox"/>	16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
<input type="checkbox"/>	17. Off-Campus Delivery of Existing Programs
<input type="checkbox"/>	18a. Undergraduate Concentration (exceeds 24 credits)
<input type="checkbox"/>	18b. Master's Concentration (exceeds 12 credits)
<input type="checkbox"/>	18c. Doctoral Concentration (exceeds 18 credits)
<input type="checkbox"/>	19. Program Title Change
<input type="checkbox"/>	20. Program Termination
<input type="checkbox"/>	21. New Degree Program
<input type="checkbox"/>	22. Other

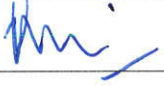
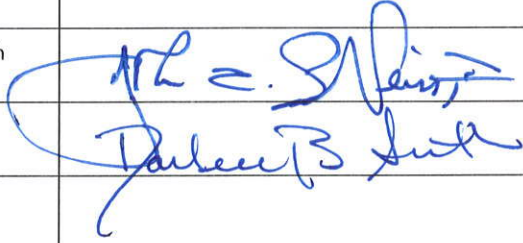
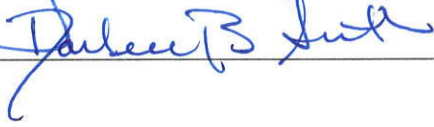
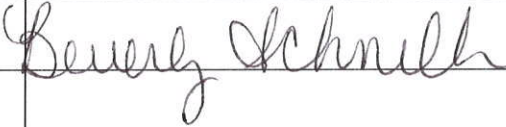
ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; review the list of necessary documents):

- summary proposal (O)     course definition document (P)     full five-page MHEC proposal (Q)
- financial tables (MHEC) (R)     other documents as may be required by MHEC/USM (S)     other (T)

**IMPACT REVIEW** (review the list of necessary signatures):

Impacted Entity	Signature	Date
a. Library <input type="checkbox"/> no impact <input type="checkbox"/> impact statement attached		
b. OTS <input type="checkbox"/> no impact <input type="checkbox"/> impact statement attached		
c. University Relations <input type="checkbox"/> no impact <input type="checkbox"/> impact statement attached		
d. Admissions <input type="checkbox"/> no impact <input type="checkbox"/> impact statement attached		
e. Records <input type="checkbox"/> no impact <input type="checkbox"/> impact statement attached		

**APPROVAL SEQUENCE** (review the list of necessary signatures):

Approval Level	Signature	Date
A. Department/Division (Chair)		10/9/12
B. General Education (for No. 7, 8)		
C. Final Faculty Review Body Within Each School (Chair)		10/10/12
D. Dean		10/10/12
E. University Faculty Senate (Chair)		
F. University Council (Chair) <sup>1</sup>		
G. Provost and Senior Vice President for Academic Affairs		11/29/2012
H. President		
I. Board of Regents (notification only)		
J. Board of Regents (approval)		
K. MHEC (notification only)		
L. MHEC (approval)		
M. Middle States Association notification	Required only if the University's mission is changed by the action	

<sup>1</sup> University Council *review* (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.



# Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures ([www.ubalt.edu/provost](http://www.ubalt.edu/provost)) for instructions.

SCHOOL:  LAW  MSB  CAS  CPA

CONTACT NAME:  PHONE:

DEPARTMENT/DIVISION:  DATE PREPARED:

PROPOSED SEMESTER OF IMPLEMENTATION:  fall  spring YEAR:

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

COURSE ACTIONS

PROGRAM ACTIONS

Original Subject Code/Course Number:

Original Program Title:

Original Course Title:

Select one or multiple actions from one of the lists below (review the [list of necessary documents and signatures](#)):

COURSE ACTIONS	
<input type="checkbox"/>	1. Experimental Course
<input type="checkbox"/>	2. Course Title
<input type="checkbox"/>	3. Course Credits
<input type="checkbox"/>	4. Course Number
<input type="checkbox"/>	5. Course Level
<input type="checkbox"/>	6. Pre- and Co-Requisite
<input type="checkbox"/>	7. Course Description
<input checked="" type="checkbox"/>	8. New Course
<input type="checkbox"/>	9. Deactivate Course
<input type="checkbox"/>	22. Other

PROGRAM ACTIONS	
<input type="checkbox"/>	10. Program Requirements
<input type="checkbox"/>	11a. Undergraduate Specialization (24 credits or fewer)
<input type="checkbox"/>	11b. Master's Specialization (12 credits or fewer)
<input type="checkbox"/>	11c. Doctoral Specialization (18 credits or fewer)
<input type="checkbox"/>	12. Minor (add or delete)
<input type="checkbox"/>	13. Closed Site Program
<input type="checkbox"/>	14. Program Suspension
<input type="checkbox"/>	15. Program Reactivation
<input type="checkbox"/>	16a. Certificate Program (UG/G) exclusively within existing degree program
<input type="checkbox"/>	16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
<input type="checkbox"/>	17. Off-Campus Delivery of Existing Programs
<input type="checkbox"/>	18a. Undergraduate Concentration (exceeds 24 credits)
<input type="checkbox"/>	18b. Master's Concentration (exceeds 12 credits)
<input type="checkbox"/>	18c. Doctoral Concentration (exceeds 18 credits)
<input type="checkbox"/>	19. Program Title Change
<input type="checkbox"/>	20. Program Termination
<input type="checkbox"/>	21. New Degree Program
<input type="checkbox"/>	22. Other

For changes to existing courses:

OLD TITLE	<input type="text"/>	SUBJECT CODE/COURSE NO.	<input type="text"/>	CREDITS	<input type="text"/>
NEW TITLE	<input type="text" value="Entrepreneurial Strategy"/>	SUBJECT CODE/COURSE NO.	<input type="text" value="ENTR 490"/>	CREDITS	<input type="text" value="9"/>

**DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION** (additional pages may be attached if necessary):

Creation of new course ENTR 490 Entrepreneurial Strategy (9 cr) as the capstone course for the Entrepreneurship Fellows Program:

ENTR 490 Entrepreneurial Strategy (9 cr) Part of the final practicum in the Entrepreneurship Fellows Program. Using entrepreneurial strategy as the integrating theoretical framework, students will reflect on what they have learned in the program, integrate that learning with their new venture concept, and prepare to launch their new venture upon or before graduation. Prerequisites: Enrollment in the Entrepreneurship Fellows Program and completion of the Entrepreneurial Opportunities and Markets, Human Capital in a New Venture, and Economics of New Venture Financing practica.

**SET FORTH THE RATIONALE FOR THIS PROPOSAL:**

ENTR 490 is the capstone course for the Entrepreneurship Fellows Program and the core of the final practicum. Students in the Entrepreneurship Fellows program are provided the opportunity to integrate learning from the three previous practica in the program. Using entrepreneurial strategy as the integrating theoretical framework, students will reflect on what they have learned, integrate that learning with their new venture concept, and prepare to launch their new venture upon graduation. An apprenticeship with an expert entrepreneur that can best help the student refine their launch strategy will provide additional insight and support. Contacts with potential funding sources will be established as necessary.



## DOCUMENT P: COURSE DEFINITION

See Course and Program Development Policy and Procedures (<http://www.ubalt.edu/template.cfm?page=257>) for instructions.

### 1. DATE PREPARED

9/24/12

---

### 2. PREPARED BY

Dr. David Lingelbach, Assistant Professor

---

### 3. DEPARTMENT/DIVISION

Marketing & Entrepreneurship

---

### 4. COURSE NUMBER(S) with SUBJECT CODE(S)

ENTR 490

---

### 5. COURSE TITLE

Entrepreneurial Strategy

---

### 6. CREDIT HOURS

9 hours

---

### 7. CATALOG DESCRIPTION

One of the courses that compose the final practicum in the Entrepreneurship Fellows Program. Using entrepreneurial strategy as the integrating framework, students reflect on what they have learned in the program, integrate that learning with their new venture concept and prepare to launch their new venture upon or before graduation.

---

### 8. PREREQUISITES

prerequisites: status as an Entrepreneurship Fellow and completion of the Entrepreneurial Opportunities and Markets, Human Capital in a New Venture, and Economics of New Venture Financing practica.

---

### 9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)

Part of the final practicum of the Entrepreneurship: New Venture Creation Program. Linked in that practicum to a Program-specific section of MGMT 475.

---

### 10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)

Not applicable.

---

**11. COURSE TYPE/COMPONENT** (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; **this must match PeopleSoft 9.0 coding, so check with your dean's office if you are unsure of the correct entry**)

Practicum.

---

**12. FACULTY QUALIFIED TO TEACH COURSE**

Existing full-time MSB faculty.

---

**13. CONTENT OUTLINE**

The course consists of three modules: 1. Entrepreneurial strategy, 2. Reflection, and 3. Launch.

---

**14. LEARNING GOALS**

Please see sample syllabus for cognitive objectives.

---

**15. ASSESSMENT STRATEGIES**

Essays, working prototype of launch product, and collection of first revenue from launched new venture.

---

**16. SUGGESTED TEXT(S) and MATERIALS** (e.g. textbooks, equipment, software, etc., that students must purchase)

Please see sample syllabus for readings.

---

**17. SPECIAL GRADING OPTIONS** (if applicable)

Not applicable.

---

**18. SUGGESTED CLASS SIZE**

5-10

---

**19. LAB FEES** (if applicable)

Not applicable

---

## ENTR 490 SAMPLE SYLLABUS

University of Baltimore  
Robert G. Merrick School of Business

ENTR 490—Entrepreneurial Strategy (9 credits)  
Spring 2015

Time & Place: TBD

### Instructor

Dr. David Lingelbach  
Assistant Professor of Entrepreneurship  
Marketing and Entrepreneurship Department  
Office: BC 513  
Telephone: 410-837-5298  
Mobile: 301-250-5245 (emergencies only)  
Email: dlingelbach@ubalt.edu  
Office Hours: By appointment only

### **Course Description**

The final practicum in the Entrepreneurship Fellows program provides an opportunity for the students to integrate learning from the three previous practica with their coursework. Using entrepreneurial strategy as the integrating theoretical framework, students will reflect on what they have learned, integrate that learning with their new venture concept, and prepare to launch their new venture upon graduation. An apprenticeship with an expert entrepreneur that can best help the student refine their launch strategy will provide additional insight and support. Contacts with potential funding sources will be established as necessary. Prerequisites: status as an Entrepreneurship Fellow, completion of Entrepreneurial Opportunities and Markets, Human Capital in a New Venture, and Economics of New Venture Financing.

### **Welcome to The Strategic Launch of a New Venture!**

A few words on practical matters are in order from the start. I know how frustrating it is when you try to talk to or **email** (best option) a faculty member and cannot reach us in a timely fashion. Hence, here is my promise to you. I will respond within several hours of any phone or email request, even when I am away. Please do not call me after 9:00pm Eastern time as I retire early in the evening.

As **teacher**, I have the following **responsibilities**:

1. Come prepared to every tutorial with a well thought-out presentation.
2. Design my tutorial so you can accomplish my cognitive objectives listed in the syllabus.
3. Consider that it is not always your fault if you do not understand the material.
4. Create a mutually respectful tutorial environment.
5. Recognize that sometimes I may grade a submission incorrectly and not get defensive when you politely question my grading.

As **students**, you have the following **responsibilities**:

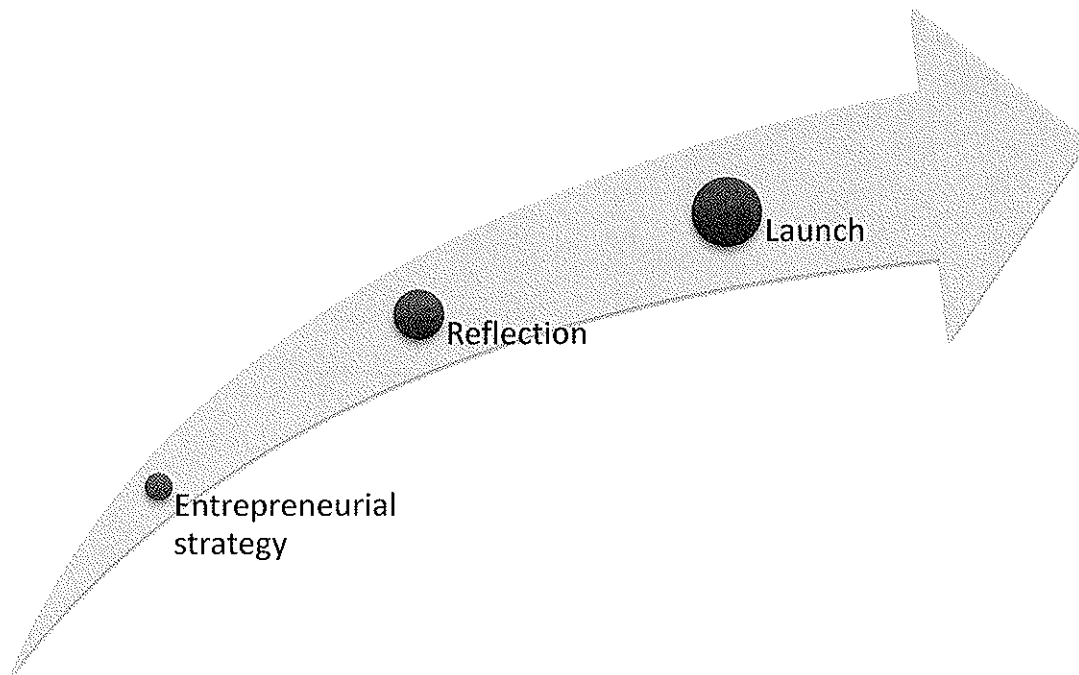
1. Come prepared to every tutorial by reviewing previous notes and doing assignments. Complete all work on time with proper thought.
2. Consider that it is not always my fault if you do not understand the material.
3. Treat other Entrepreneurship Fellows, UB students, and me with respect.
4. Ask questions when you do not understand. Asking questions is a sign of maturity, not ignorance.
5. Understand that I am not trying to “nit-pick” when I grade your assignments. However, the study of entrepreneurial opportunities and markets requires articulate communication of ideas.

Welcome to my practicum! I look forward to our time together.

### **Course Overview (unofficial)**

This course is the final in the four-course sequence unique to the Entrepreneurship Fellows program. It integrates the learning across the program. At the conclusion of the course, each Fellow will have launched a viable new venture.

This course consists of three modules, as indicated in the following figure:





Each of these modules is quite different from one another. The first module—entrepreneurial strategy—compares strategy as practiced by new ventures to the business and corporate strategy of established organizations. The second module—reflection—consists of a retreat, during which Fellows and faculty consider the ethical and societal issues of entrepreneurship to develop a more holistic perspective. The final module—launch—celebrates the achievement of each Fellow’s startup.

### Course Schedule

Week	Topic(s)	Learning Objectives	Reading/ Viewing Assignment	Assessment/ Activity
1	Entrepreneurial strategy: the prescriptive schools of strategy (design, planning, & positioning)	Entrepreneurial Strategy, 1	Mintzberg et al., chapters 1-4	Essay
2	Entrepreneurial strategy: the descriptive schools of strategy (entrepreneurial, cognitive, learning, power, cultural, environmental, & configuration)	Entrepreneurial Strategy, 1-4	Mintzberg et al., chapters 5-12  Stross	Essay
3	Entrepreneurial strategy: managing uncertainty and information asymmetry through guerrilla techniques, public relations, overreach	Entrepreneurial Strategy, 1-4	<i>The Wire</i> (selected episodes)  Stross  <i>Citizen Kane</i>	Essay
4	Entrepreneurial strategy: industry emergence, emerging markets	Entrepreneurial Strategy, 1-4	Watts  McDonald	Essay
5	Entrepreneurial strategy: creativity, power	Entrepreneurial Strategy, 1-4	Gabler  Lingelbach	Essay

Week	Topic(s)	Learning Objectives	Reading/ Viewing Assignment	Assessment/ Activity
6	Entrepreneurial strategy: capstone	Entrepreneurial Strategy, 1-4	Issacson	Capstone essay
7	Reflection: the state of the world, creativity, solving tough problems, leadership	Reflection, 1-7	Ramo Pink Kahane Cervantes	Retreat at Wye River Conference Center  Physical challenge  Aikido exercise
8	Launch	All	None	Propose & defend revised final business model
9	Launch	All	None	Present working prototype of launch product
10	Launch	All	None	Present and defend legal organization documents and contracts for founders and first employees (note: each new venture must have a minimum of two founders and/or employees)
11	Launch	All	None	Present and defend external resource acquisition contracts, e.g. financing agreements, licenses, real estate
12	Launch	All	None	Make first sale

Week	Topic(s)	Learning Objectives	Reading/ Viewing Assignment	Assessment/ Activity
13	Launch	All	None	Collect revenues from first sale
14	Launch	All	None	Final mentor reports from previous practica
15	Launch	All	None	Launch party

### Required Readings

Miquel de Cervantes, *Don Quixote*, translated by Edith Grossman, New York, NY: Random House.

*Citizen Kane* (movie)

Neal Gabler, 2007, *Walt Disney: The Triumph of the American Imagination*, New York, NY: Vintage.

Walter Issacson, 2011, *Steve Jobs*, New York, NY: Simon and Schuster.

Adam Kahane, 2007, *Solving Tough Problems: An Open Way of Talking, Listening, and Creating New Realities*, San Francisco, CA: Berrett-Koehler.

David Lingelbach, 2012, *The 21<sup>st</sup> Century Prince*, unpublished.

James March, *Don Quixote's Lessons for Leadership* (movie).

Hamish McDonald, 2010. *Mababharata in Polyester: The Making of the World's Richest Brothers and Their Fend*, Sydney, Australia: University of New South Wales Press.

Henry Mintzberg, Bruce Ahlstrand, & Joseph Lampel, 2009. *Strategy Safari: Your Complete Guide Through the Wilds of Strategic Management*, FT Prentice Hall: Harlow, UK.

Daniel Pink, 2006, *A Whole New Mind: Why Right-Brainers Will Rule the Future*, New York, NY: Riverside Press.

Joshua Cooper Ramo, 2009, *The Age of the Unthinkable: Why the New World Disorder Constantly Surprises Us and What We Can Do About It*, Boston, MA: Little Brown.

Randall Stross, 2008, *The Wizard of Menlo Park: How Thomas Alva Edison Invented the Modern World*, New York, NY: Broadway.

Steven Watts, 2006, *The People's Tycoon: Henry Ford and the American Century*, New York, NY: Vintage.

*The Wire* (selected episodes).

## Grading

Activity	Percentage	Timing
Essays	15% (3% for each)	Weeks 1-5
Capstone essay	20%	Week 6
Working prototype of launch product	15%	Week 9
Collection of first revenue from new venture	50%	Week 13

The grading scale is as follows:

Letter Grade	Numerical Range	Letter Grade	Numerical Range
A	93-100	C	74-76
A-	90-92	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

## PLEASE READ MY POLICIES AND PROCEDURES:

1. **I do not accept late homework.** It is not fair to those that handed the assignment in on time.
2. Although I do not expect either cheating or plagiarism in my class, the penalty for it is an **F for the course**. In the context of this course, cheating occurs when you obtain help from faculty or students outside your team on assignments (for team assignments), or when you obtain help from anyone else (for individual assignments). You will be allowed to conduct

market research with unaffiliated parties in the context of preparing the new venture pitches. Plagiarism occurs when you copy large sections of an author's material without referencing it. If in doubt, please contact me.

3. Although I will try to maintain the class schedule and objectives, I may need to make adjustments.
4. Every team member should participate in completing team assignments. That is the only way you can master the material.
5. You may call me on my mobile or email me for help from 9:00am to 9:00pm any day except Sunday.
6. I do not give additional projects to increase your grade.
7. I base each of the assignments on the cognitive objectives listed in this syllabus. If you and your team can master these objectives, you will do well. If you cannot master the objectives, please do not contact me and ask me to give you "the answer." I cannot do this for three reasons. First, that would be unfair to the other students. Second, you must master the objectives, not merely memorize my answers. Third, in many cases there are many plausible "answers."

However, I can provide help in the following manner. I can respond to your answer to a particular objective and indicate if you are correct or incorrect. I can also indicate where you went wrong in your analysis. You can email me as many times as you wish with possible answers.

8. If you have to travel, still do the assignments even if you cannot work with your teammates. Be sure to email your work to your team so they have your input to the assignment. **This is particularly important toward the end of the course, when major team assignments are due.**
9. Do not miss class. Let me repeat: do not miss class! Getting a team member's notes, tape, or video is a very poor second choice.
10. Meetings with the instructor are by appointment only. Please email me at [dlingelbach@ubalt.edu](mailto:dlingelbach@ubalt.edu) to arrange an appointment.
11. The university-issued email address will be the one used for correspondence. Students are expected to check it regularly.
12. The Merrick School of Business is strongly committed to the improvement of student learning through the assessment of our undergraduate and graduate degree programs. As

part of this process, rubrics have been developed to provide students with qualitative guidance about what level of performance meets, exceeds or falls below expectations for specific skills and learning objectives. Students are encouraged to review the rubrics located on the Merrick School website ([www.ubalt.edu/merrickassessment](http://www.ubalt.edu/merrickassessment)) to understand expectations for effective communication, analytical and problem solving skills, ethical reasoning, and other skills necessary in business. In addition to these rubrics, others may be provided if needed.

13. Any student who feels the need for academic support should contact the Achievement and Learning Center (ALC). Among others, ALC provides tutoring, individual writing consultations, workshops in writing and public speaking, and peer advising. They can be found in AC 116 or reached at 410-837-5383.
14. If you have a disability that may affect your work in this class and for which you may require accommodations, please let the Disability Support Services (DSS) Office know immediately so that your learning needs may be appropriately met. All accommodations MUST be approved through the DSS Office. Accommodations are NOT retroactive; therefore planning for accommodations as early as possible is necessary. Please stop by (AC 139) or call 410-837-4775 to schedule an appointment with a disability specialist.

## **Course's Cognitive Objectives**

### Entrepreneurial strategy

1. Compare and contrast multidimensional business models.
2. Diagnose the distinctive characteristics of entrepreneurial strategy.
3. Evaluate the modes of exploitation open to innovative new firms.
4. Compare and contrast strategies of various successful entrepreneurs.

### Reflection

1. Evaluate own preparedness for leadership of a new venture.
2. Determine own key values relevant to new venture creation.
3. Appraise the principal challenges to the spirit of leadership.
4. Critique own critical assumptions relevant to new venture creation.
5. Analyze why creativity and imagination have become more important for new venture creation.
6. Determine own principal blockages to creativity and expression of own imagination.
7. Evaluate alternatives to contemporary American forms of entrepreneurship.

### Launch

1. Propose and defend a pitch for an innovative new venture.
2. Obtain adequate resources for an innovative new venture.
3. Propose and execute appropriate legal organization for an innovative new venture.
4. Obtain first sale and collect resultant revenue for an innovative new venture.