New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): BMGT 458

Example: PHL 361 RM

Course Title: Advanced Entrepreneurship Seminar
Abbreviated Course Title (≤30 chars): Adv Entrepreneurship Sem
First Semester to be Offered: Spring 2014
Submitted by: Scott Bryant
Submitter’s Contact Info: Phone, Email: x6191 bryant@montana.edu
Instructor: Dr. Tim Lolatte
Department: N/A
College: College of Business

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Chair's signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting Information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Course reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)

Provost's Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

APPROVALS

Submitter * 9/24/13
Department Head * 9/27/13
Chair, College Curriculum Comm. 9/24/13
Dean * 9/24/13
Chair, Core Subcommittee (if app.) Date
Chair, CPC Date
Assoc. Provost * Date

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (491) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

www.mus.edu/Qtools/CCN/ccn_default.asp

- If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
- If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>BMGT 458</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>Advanced Entrepreneurship Seminar</td>
</tr>
<tr>
<td>Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>N/A</td>
</tr>
<tr>
<td>College:</td>
<td>College of Business</td>
</tr>
</tbody>
</table>

Is this course “equivalent” to a course in the MUS System?:

- Yes
- No

Learning Outcomes for the Course:

Key Learning Objectives
1. Evaluate the viability of a potential business opportunity.
2. Design a business model for launching a venture to pursue an identified business opportunity.
3. Assess the skill requirements for a management team assembled to pursue a business opportunity.
4. Identify the critical risks associated with launching a new venture.
5. Estimate the short-term cash flow requirements necessary for launching a new business venture.
6. Produce a comprehensive business plan document associated with the launch of a new venture.
7. Respond to investor questions associated with the launch of the new venture.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): BMGT 458

Course Title (for Catalog): Advanced Entrepreneurship Seminar

Course Title (for Schedule of Classes, 30 characters, max.): Adv Entrepreneurship Seminar

First Semester to be Offered: Spring 2014

Restricted Entry/Consent of Instructor Required: Yes ☑ No ☐

Instructor’s GID (last 4 digits only): 1187

Department Offering Course: N/A

College: College of Business

Is the requested course number available? (x4155 to check): Yes ☑ No ☐

Frequency of course offering: Annually ☑ Alternate Years, starting ______

Semester(s) offered (check all that apply): Summer ☐ Fall ☐ Spring ☑

Summer Options (check all that apply): First 6 weeks ☐ Second 6 weeks ☐ 12 weeks ☐

Credits by mode of instruction:
- Lecture: 0
- Seminar: 3
- Independent Study: _______
- Lab/Studio: _______
- Recitation/Discussion: _______

TOTAL CREDITS: 3

Primary Mode(s) of Delivery:
- Face-to-face ☑
- Web-Enhanced (small on-line comp.) ☐
- On-Line Only ☐
- Blended (significant on-line portion) ☐

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s): M ☐ Tu ☐ W ☐ Th ☑ F ☐ Sa ☐ Su

Assigned Time(s): 12:10-3:00

Assigned Building: Reid

Assigned Room: 450

Capacity (room capacity, or enrollment “cap”): 15

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s): Senior or graduate standing at MSU and approval of instructor.

Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

This course teaches the process and the key steps for preparing a business plan for a new (or existing) business venture. A business plan is an essential tool in planning an entrepreneurial venture and integrates an analysis of potential demand for the product or service.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

This course is part of our increased emphasis in the college on entrepreneurship, and is an important component to the development of new offerings in this area. While the course is a net new elective course, many of our current upper division elective courses in Management are at or near capacity, so there is sufficient demand for this course among our students. Additionally, the course is intended to draw a few students that are interested in entrepreneurship from other majors, but because this course is not part of their degree programs, will not decrease SCH in those programs.
New Undergraduate Course Narrative  
Montana State University  
Updated June 14, 2013

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)

> BMGT 458

2. Course Title

> Advanced Entrepreneurship Seminar

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

Advanced Entrepreneurship Seminar is an opportunity for students to learn the skills needed to prepare a thorough business plan for the commercialization of a product or service being developed in Montana. The class has seven Key Learning Objectives:
• Evaluate the viability of a potential business opportunity
• Design a business model for launching a venture to pursue an identified business opportunity.
• Assess the skill requirements for a management team assembled to pursue a business opportunity.
• Identify the critical risks associated with launching a new business venture
• Estimate the short-term cash flow requirements necessary for launching a new business venture
• Produce a comprehensive business plan document associated with the launch of a new venture.
• Respond to investor questions associated with the launch of a new venture

Students will work individually, or in multi-discipline teams of 2-3 students who collaborate on one idea. Teams will then be challenged to use their business, research, and personal resources to first understand the product idea, then identify a market and develop a financial, marketing, and management strategy to commercialize the product. The end product will be a 40-50 page business plan, a 15 minute presentation, and an elevator pitch. All students are encouraged to submit their business plans to the John Ruffatto Business Plan Competition at the University of Montana and Bard Center Business Plan Competition at the University of Colorado-Denver which features more than $29,000 in cash prizes. Students from this course won awards at these competitions in spring and summer 2013 when the course was offered as BMGT 491.

Whenever possible, teams will be created with students from the accounting, finance, marketing, and/or management options as well as students from outside the College of Business. Although each student’s option knowledge will come into play, the intent is for students to exercise business skills in areas outside of their primary knowledge throughout the semester.
Classroom instruction will consist of guest speakers and short lectures on the concepts and strategies, combined with individual team coaching provided by the instructor. The instructor will invite founders, practitioners and investors in start-up businesses to share their experiences with the class.

Teams will be responsible for deliverables on pre-determined dates throughout the semester and will be encouraged to use resources such as past professors, various libraries, and people from their personal network.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

Students will be graded on their final version of the business plan, team presentation, and elevator pitch, as well as on their participation and contributions to their teams. Midway through the semester they will also be graded on one case study.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

This course teaches the process and the key steps for preparing a business plan for a new (or existing) business venture. The major topics to be covered therefore reflect the key elements of a thorough business plan, including:

- analysis of the potential demand for the product or service
- analysis of potential customers
- identification of critical competitive advantages
- development of the marketing, pricing and competitive strategy
- determination of how the product or service will be produced
- identification of the proposed legal structure and financing sources for the new venture
- generation of the projected financial results
- description of the team needed to manage the business.

6. List required texts or other required references.


Successful Business Research: Straight to the Numbers You Need by Rhonda Abrams

7. What are the estimated enrollment and student credit hour (SCH) production?

[SCH = (enrollment * credits)]

15 Undergraduate Students x 3 Credits =45 SCH production

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

The enrollment cap for this course will be 15 students. Having more than 5 teams would significantly degrade the quality of the course and mentorship experience that each student will have. Each week guest speakers will be brought into the class and help mentor each team in their specific area of expertise. The sharing of business experience is a recognized benefit of having a mentor.
Mentees are more likely to listen and act upon advice received from a mentor, as the information is delivered by someone who wants them to succeed.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

   The students must have senior or graduate standing and permission of the instructor. For business majors: Formal admission to the College of Business.

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

   The success of the course will be evaluated primarily via the instructor’s assessment of students’ mastery of the course learning objectives as measured by the quality of the business plans produced in the course, and secondarily by the success of the student plans submitted to business plan competitions. While submission of the plans to competitions will not be a requirement of the course, the success of the plans that are submitted will indicate somewhat the level of success of the course.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

   The instructor is non-tenure-track professor with an Ed.D and experience starting and running his own business. The instructor has developed and taught several classes for the College of Business over the last three years. He has training, experience, and expert knowledge in the planning, launching, and operations of small businesses in Montana.

Level of Offering

12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

   The course was offered in spring 2012 and 2013 as BMGT 491 with enrollments of 4 in 2012 and 9 in 2013. The students were undergraduate seniors and graduate students. We believe enrollment is likely to approach the cap of 15 when the course receives a hard number and as the College develops its entrepreneurship program.

13. Justify the level of course offering.

   The course is proposed at the 400-level because researching and writing a good business plan requires significant maturity and self-motivation, as well as the life experience necessary for developing a solid idea. Because it is hoped that the course will attract students from other majors besides business, students will be expected to work effectively in interdisciplinary teams to which they must make significant contributions. Thus, the course requires a more mature student who is able to bring discipline-specific knowledge to the team and be part of a collaborative learning process.

Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

This course complements BMGT 448 Entrepreneurship, but students are not required to take this course first.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

Business planning concepts are found at a more fundamental level in BMGT 448. Commercialization of Montana-developed products may occur in other departments, but not as a course for undergraduate or graduate students.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

The College of Business will host and resource this class in its entirety. Within the College of Business, the existence of the course as an elective will slightly reduce the number of students taking other electives in the College but the effect will be minimal and the College will plan its resources accordingly. Because of the low SCH involved in the course (45), the effect on other departments and Colleges will be limited to the few students each year from outside the College of Business who choose to enroll in the course. The course should not have any impact on the course offerings of other departments.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

N/A

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

This class is open to all MSU students who have senior or graduate student status and will offer significant value to any student who has an interest in developing his/her own business venture. While most students who enroll in the course are likely to be business majors, it is hoped that students from other majors will enroll in the course in order to bring a diversity of perspectives and experiences to the course experience. Enrollment in the course will require consent of the instructor, who will be seeking students who have a strong knowledge of their respective disciplines and thus can bring important skills to their teams. Interdisciplinary teams create a win-win learning environment for all students and present a unique opportunity for all students to act as both teacher and learner as they bring discipline knowledge to the creation of their business plans.
Students from any major can be successful in this course, but the most likely sources of non-majors are the Colleges of Engineering, Arts & Architecture, and Letters & Science.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

Students will submit business plans to the John Ruffatto Business Plan Competition and the Bard Center Business Plan Competition and will need to travel to the competition if their plans are accepted. The College of Business has funding to cover their expenses.

D2L access is required for this course. Students will submit assignments to the appropriate drop boxes and will have access to their grades via the gradebook.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

The students will use preexisting databases and journals.

Other Supporting Material
21. Include any additional information you feel is needed to support this request.

The BMGT 491 Syllabus from spring 2013 is attached.
Sept. 20, 2013

Curriculum & Programs Committee
c/o Dr. Ron Larsen, Associate Provost
212 Montana Hall
Montana State University

Dear Curriculum & Programs Committee:

The Jake Jabs College of Business & Entrepreneurship is proposing the creation of BMGT 458, Advanced Entrepreneurship Seminar. We have taught this course twice as a BMGT 491 and now propose to make the course permanent as an important part of our entrepreneurship program. This letter is in support of the instructor for the course, Dr. Timothy Lolatte.

Dr. Lolatte is well-qualified to teach BMGT 458. He holds an Ed.D from MSU as well as an M.S. in Human Resources Management and a Master’s of Military Operational Art and Science (Strategic Planning). His experience starting and running an entrepreneurial business provides him with the background and knowledge essential for teaching students how to develop a realistic business model for their proposed businesses. He has very successfully taught the course twice as a BMGT 491. In spring 2013 one of his student teams placed third out of 37 teams at the University of Montana’s John Ruffatto Business Plan Competition, and placed in the top six at the University of Colorado-Denver’s competition. Both competitions included teams of MBA students. Most recently, Dr. Lolatte co-presented an extremely well-attended workshop with another JJCBE faculty member on developing a business plan at Sen. Max Baucus’ Economic Summit in Butte on Sept. 17.

We feel very comfortable that Dr. Lolatte is well-qualified to teach the course and will continue to do as successfully as he has in the past.

Sincerely,

Susan W. Dana
Associate Dean for Academic Affairs
Jake Jabs College of Business & Entrepreneurship
TIMOTHY E. LOLATTE

Academic Experience

Faculty. 2010-Present. College of Business. Montana State University. Bozeman, MT
Faculty. 2010-Present. College of Education. Montana State University. Bozeman, MT

Education

Dissertation: Veterans in Transition: Implication to Higher Education
Area of Emphasis: Leadership, Budgeting, Employee Relationships, Policy Management and Administration, Program Evaluation

Thesis: Transformational Leadership
Area of Emphasis: Organizational Behavior, Personal Training, Team Building, Organizational Productivity, Conflict Resolution

Thesis: African Crises Initiative
Area of Emphasis: International Contract Negotiations, Conflict Management, Advance Strategic Planning and Operational Analysis, Logistics

Bachelor of Science, Environmental Science. 1986. Johnson State College. Johnson, VT
Honors: Graduated Summa Cum Laude

Research and Teaching Interests

Small Business Leadership, Entrepreneurship, Program Evaluation

Honors and Awards

2012-E.B. Carney Broadcasting Award for the best commercial in Montana

2012- Award of Merit for Most Improved (Small Business) in Belgrade, MT

2006-Best Reserve Officer Training Corps (ROTC) Detachment in the United States, Medium School
2005-Most Improved Reserve Officer Training Corps (ROTC) Detachment in the United States, Medium School

1986-2006-Legion of Merit, Silver Star with Combat V, Bronze Star, Purple Heart

**Research**


**Invited Presentations**


Lolatte, Timothy. 2007. How we Liberated Mazar-e Sharif and Caught John Walker. United States Army War College

**Working Papers**

Lolatte, Timothy. Ethical Privacy Concerns for Small Business Owners While Social Networking

Lolatte, Timothy. A Comparison of the Flipped Model Classroom to the Lecture Model Classroom

**Academic Development**

Award Advance Certification for online Teaching

Developed, submitted and got approval from Montana State University and the Montana Board of Regents a Minor in Military Science.
**Instructional Experience**

Problem Solving and Leadership Management Skills, MSG 103, Department of Military Science, Montana State University

Advanced Leadership Concepts and Communication Skills, MSG 201, Department of Military Science, Montana State University

American Military History, MSG 203, Department of Military Science, Montana State University

Special Topics, MSG 280, Department of Military Science, Montana State University

Senior Seminar I, MSG 401, Department of Military Science, Montana State University

Senior Seminar II, MSG 402, Department of Military Science, Montana State University

Independent Study, MSG 470, Department of Military Science, Montana State University

Special Topics, MSG 480, Department of Military Science, Montana State University

Undergraduate Research/Creative Activity Instruction, MSG 489R, Department of Military Science, Montana State University

First Year Seminar, BGEN 194, College of Business, Montana State University

Career Perspectives, BGEN 302, College of Business, Montana State University

Management and Organization, BMGT 335 (On-Line), College of Business, Montana State University

Small Business Management, BMGT 461, College of Business, Montana State University

Advance Business Planning, BMGT 491, College of Business, Montana State University

Applied Educational Research, EDCI 506 (On-Line), Department of Education, Montana State University

Issues and Trends in Higher Education, EDLD 509 (Hybrid), Department of Education, Montana State University

Resource Program Management, EDLD 513 (Hybrid), Department of Education, Montana State University

Institutional Research and Assessment, EDLD 537 (Hybrid), Department of Education, Montana State University
Service and Leadership

Member, Deans Task Force for NTT Ranking, College of Business, Montana State University, 2012

Member, Sustainability Committee, College of Business, Montana State University, 2012

Chair, Department of Military Science, MSU, 2002-2006

Member, College of Engineering Strategic Planning Committee, Montana State University, 2003-2006

Member, University Planning Budget and Analysis Committee, MSU, 2004-2005

Community Service

Board Member of the Belgrade Chamber of Commerce

Board Member of the Manhattan American legion

Treasure for Antelope Subdivision

Professional Experience


2006-2010. Manufacturing Plant Manager. Responsible for all plant activities - including maintaining a safe work environment for all employees, manage cost in regard to budgetary constraints, monitor P&L for the plant, implementation of systems to improve efficiency, production and quality. Represent the plant and company with integrity at various city and civil functions.

2010-Present. Owner of Black Timber Furniture Company. Developed a built a business from startup that generated annual gross sales in excess of $700,000 and distributed products to over thirty-three stores around the Western United States
BMGT 491.001 – Advance Business Planning
Spring 2013
Fri 12:10-3:00 pm, Reid Hall 450

INSTRUCTOR: Dr. Tim Lolatte
309 Reid Hall
timothy.lolatte@ecat.montana.edu (Primary-D2L)
timothy.lolatte@montana.edu (ALT)
(406) 994-4294

CONTACTING ME: Please include “BMGT 491” somewhere in the subject line of your email. You can expect a response within 24 hour. If you do not hear back from me in 24 hours, however, please e-mail me again.

OFFICE HOURS: M/W/F 8:00 – 9:00 am/11:00-12:00 pm and by appointment

PREREQUISITES: Junior standing at MSU or equivalent professional experience.


OPTIONAL MATERIAL: Business Plan Pro v12. During the first class period we will discuss options on how the Entrepreneur Center will provide the class copies of this software. If you decide to buy a copy let me know and we will order it direct from the manufacture (Palo Alto Software).

COURSE SITE (D2L): https://ecat.montana.edu/d2l/home/234108

COURSE DESCRIPTION

This course teaches the process and the key steps for preparing a business plan for a new (or existing) business venture. A business plan is an essential tool in planning an entrepreneurial venture and integrates an analysis of the potential demand for the product or service and the potential customers, identifying and generating critical competitive advantages, the proposed marketing, pricing and competitive strategy, how the product or service will be produced; the proposed legal structure and financing sources for the new venture, generates the projected financial results, and describes the team needed to manage the business.
Teaching Philosophy: A Snapshot

My approach to teaching is to maximize your learning by whatever means work best. Together we will unmask the processes by which businesses collect data to support planning, policy formation, and decision making. To accomplish this we will develop a community for learning in this class. As community members we share the responsibility for success, which is defined by the extent to which each of us is able to engage and extend our learning. My responsibility is to create opportunities to facilitate engagement and understanding. Your responsibility is to actively participate in class discussions and activities and to develop an appropriate sense of control over your own learning by fostering and refining your skills to access knowledge and demonstrate course objectives.

Key Learning Objectives

- Evaluate the viability of a potential business opportunity
- Design a business model for launching a venture to pursue an identified business opportunity.
- Assess the skill requirements for a management team assembled to pursue a business opportunity.
- Identify the critical risks associated with launching a new business venture
- Estimate the short-term cash flow requirements necessary for launching a new business venture
- Produce a comprehensive business plan document associated with the launch of a new venture.
- Respond to investor questions associated with the launch of a new venture

How Objectives Will Be Met

The objective of this course is to learn the techniques for preparing a business plan for a new venture through sharing the experiences of entrepreneurs and investors who have been through the process; by analyses of new business opportunities and case studies; and, most importantly, by either writing your own business plan or assisting others in the preparation of a business plan for a proposed new or existing business.

Constructing a Business Plan and Business Plan Competition

The central element of this course is the preparation (and presentation) of a business plan for a new or existing business. This will done in teams of 3-5 students who collaborate on one idea. A draft of the "target market and competitive analysis" section of your business plan is due mid-way through the course, to help focus your BP development and so that I can assist you with feedback and suggestions. All Business Plan students are eligible to compete in the University of Montana and University of Colorado at Denver Business Plan Competition.

Teaching Methodology

To accomplish these goals, the course will include lectures, cases, class discussions, guest speakers, experiential exercises, small group activities, and team projects.
Guidelines for Good Discussions

(1) I would like everyone to participate actively by contributing your opinions, perspectives, and insights on the topics discussed so we can learn from each other.
(2) I expect that you will form differing opinions on the issues discussed in class. Use these differences in opinion as a basis for improving your ability to express your viewpoints thoughtfully and appropriately.
(3) Listen carefully and considerately to others, even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker’s comments, and should focus on the idea rather than the person.
(4) Think before you speak. Make sure your comments are founded upon sound evidence, and provide clear rationale for your points.
(5) Allow everyone the chance to talk. Your participation grade will be based on quality, not quantity. If you are hesitant to speak, look for opportunities to contribute to discussion.
(6) Be courteous. Please don’t interrupt others or engage in private conversations.
(7) Reserve individualized questions (such as those about grades) for office hours, emails, or one-on-one conversation with Brent.
(8) This course is “unplugged.” Please turn off and put away laptops, cell phones, etc.

Procedural Issues

This list represents some of the university’s policies associated with course procedures and appropriate student conduct. For a complete list university policies and procedures please visit: http://www2.montana.edu/policy/student_conduct/

1. You are required to attend all classes and to actively contribute to class discussions and course activities. Your final grade may be adversely affected by lack of participation. In addition, the responsibility to meet all course requirements is one that you must assume. I will assist you in this process, but it is your responsibility to seek additional help as needed.
2. There is no extra credit, and I do not give incompletes. All class assignments are due on the date indicated on the course calendar; late assignments are not accepted.
3. This syllabus is a working document and as such I reserve the right to modify it. I assume that you will read and understand the syllabus.
4. It is expected that you are courteous to faculty and other students. This means at a minimum arriving treating all members of the class with respect and civility.
5. All formal writing should adhere to APA style.
6. If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact me and Disabled Student Services as soon as possible.
7. Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.
Add/Drops

Please read closely the information regarding withdrawing from this course. The information can be found at: http://eu.montana.edu/online/faq/#adddrop.

Student Educational Records

All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the College of Business Office of Student Services, Montana State University Bozeman, MT 59717-2880. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release. Students have the right to access their educational records by appointment. This information is protected by the Family Educational Rights and Privacy Act (FERPA). For more information contact the Dean of Students Office at (406)994-2826.

Office Hours

I invite you to make use of my office hours. In addition to answering your questions about course content, I would be happy to talk with you about your ideas and challenges related to the course material, and about small business management in general.

Academic Integrity

You will note that there are a variety of individual and team assignments during the semester. You are always encouraged to consult with classmates about assignments or analyses, but the work you turn in must be your own. In the case of team assignments, the work you turn in must be the work of your group. If you have any questions about when and whether collaboration is permitted, please don’t hesitate to ask.

Students are expected to follow the guidelines set forth by the Student Conduct Code and Academic Integrity Guidelines: http://www2.montana.edu/policy/student_conduct/. Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another’s work (relying heavily on source material that is not expressly acknowledged) is considered plagiarism. Sanctions for academic misconduct are severe and may include receiving a failing grade for the course. If you become aware of academic misconduct in the class or have questions about this policy or using and citing sources, please see me.

Introduction to D2L

I will use Desire to Learn (D2L) for distributing primary course materials, including the syllabus, assignment calendar, and readings. Students will use D2L to review course materials (Content) and submit course papers (Dropbox). If at any time you have difficulties please contact Information Technology at 994-1777.

Here is a snapshot of the various forums in D2L and how they will be used in this course.
Course Home Page: You should check this area regularly for important course announcements. You can then access the rest of the course by using the local navigation bar.

Content Forum: The substantive course material and assignments will be located in the Content Forum. The course is divided into weekly modules. Each module will have specific instructions, documents, and course notes that will supplement the text. This section is an expansion of the Course calendar located in the course syllabus. It will also help to follow along in this syllabus to stay up to date and plan for larger assignments. Weeks will begin on Monday and end on Sunday.

Discussion Forum: Located in the Discussion Forum is a space for Course Questions. This space should be used throughout the semester to ask questions about the course or specific assignments. In this area is where your team forum is located. This is where you can communicate with your team members.

Drop Box Forum: This is where you will submit Formal Assignments. In the Drop Box Forum you will see the titles for each Formal Assignment. Click on the tile of the corresponding assignment you want to submit and add the document as a file and submit. Please submit all assignments in MS Word.

D2L Email: The Email function in D2L is located outside the specific course. D2L email is the preferred method by which you should contact me. Please do not submit assignments through email.

Course Requirements and Evaluation

(1) Attendance & Participation (15%) – Attendance and participation will be graded based on daily attendance and participation in all class activities and discussions, including team activities. To get an A in participation, you need to come to class prepared and actively participate in activities, discussions, and teamwork.

(2) FA#1: Jon Morse Case Study (15%) due on 10 Feb 2013 – This case study will be done in teams. This case study is single spaced, in memorandum form (To: Tim Lolatte, From: Bill Gates, Re: John Morse case) with underlined or bold-face headings and subheadings, and please number your pages. Your case analyses should be 3-5 pages in length and should address each of the questions or issues. See FA#1 in the content section for more details.

(3) FA#2: Business Plan Presentation (25%) due between 19 Apr 2013. Each team will give a 15 minute presentation on their business plan, which will be followed by 10 minutes of Q&A. All team members are expected to participate in these presentations. The presentations should be professional in every way, including the dress of the team members, the use of PowerPoint slideshows and/or other appropriate presentation technologies, and in the tone and demeanor of participants. Presentations should be framed as if pitching to real investors. Business plan presentations will take place 19 Apr 2013. See the content section under rubric and assignments for specifics.
(4) FA#3: Business Plan (45%) due on 26 Apr 2013—In groups of 3-5 people, students will select a business idea to plan in depth. You will explore the industry, market, budgeting, marketing, production, scheduling, profitability, management structure and philosophy, financing, and ownership form. These efforts will culminate in a formal written business plan at the end of the term. The business plan project is a vital aspect of this course, which will demand a considerable amount of time and effort through the course of the term, including several components along the way. The written business plan should be a full business plan (limited to 20 pages of text (typed, single or double-spaced, minimum of 12 pitch font, and 1” margins on all sides). The 20 page limit does not include: title page, Table of Contents, and Executive Summary. Detailed spreadsheets and appropriate appendices should follow the text portion of the plan but will be limited to 20 pages. Plans with fewer than 20 pages of appendices may not use the remaining pages to increase the size of their business plan beyond 20 pages. In total, the maximum number of pages is 40 (excluding Title Paper, Table of Contents, and Executive Summary). Teams should follow the format and guidelines specified for FA#3 (see the content section under rubric and assignments for specifics). Teams will use Business Plan Pro to construct their BP’s.

**Business Plan Competitions**

Each team’s business plan will get submitted to the University of Montana and University of Colorado of Denver Business Plan Competition. Review under the content section the 24th Annual John Ruffatto Business Plan Competition and University of Colorado at Denver Business Plan Competition at the Barb Center for Entrepreneurship for key dates.

**Written Plan Submission for University of Montana**

The final plan from each team is due to the University of Montana Business Plan Competition on or before 5:00 pm on Wednesday, May 1, 2013. Teams not meeting this deadline will not be considered for this year’s competition.

- All submissions must include 2 copies of the complete plan. (1 bound and 1 clipped), and 1 uploaded.
- All submissions must include a completed entry form, a completed checklist, and W-9’s for each team member.
- All submissions must include a one-page Executive Summary uploaded to the on-line submission site. This Executive Summary will be distributed to the audience in the final competition room. This may or may not be different from the Executive Summary from the business plan itself (i.e., some may need to be shortened in length).
- PDF documents to be uploaded include: the complete Business Plan, the executive summary, and team resumes. (resumes optional)

**Written Plan Submission for University of Colorado at Denver**

Students will submit their business plan abstract by 31 March 2013 and their final business plan by Wednesday, May 1, 2013. I will provide more information for this competition as I receive it.
Assignment Guidelines

- All assignments are to be submitted electronically via D2L.
- Be sure to proofread all assignments. Grammar and spelling count!

Grading

I. Business Plan 45%
II. Business Plan Presentation 25%
III. Participation and Attendance 15%
IV. Case Study: Jon Morse 15%

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
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<tbody>
<tr>
<td>Percentage</td>
<td>95+</td>
<td>90-94</td>
<td>87-89</td>
<td>84-86</td>
<td>80-83</td>
<td>77-79</td>
<td>74-76</td>
<td>70-73</td>
<td>67-69</td>
<td>64-66</td>
<td>60-63</td>
<td>&lt;60</td>
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</table>

A FINAL WORD:

This course will challenge you to push yourself beyond your comfort zone, and to think and act like a small business owner and take leadership in many ways. It could be the easiest and most enjoyable and productive course you have ever taken. If you take it seriously, it will be a great deal of fun, and it could have a dramatic impact on the direction your life takes over the next 50-60 years. You will put forth a surprising amount of effort in this course; more than you ever expected you would, or could. If you work smart, it will be an easy class and extremely rewarding. Plan your time and efforts, and don’t get caught doing assignments at the last minute, and you will probably do surprisingly well in this class.
**BMGT 491 Spring 2013 Course Schedule**

<table>
<thead>
<tr>
<th>Week One</th>
<th>Date</th>
<th>Section/Topic</th>
<th>Readings</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11 Jan</td>
<td>The Successful Business</td>
<td>Ch.1</td>
<td>Review D2L Site, Syllabi, Establish Groups</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Guest Speaker: Gary and Connie</td>
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<tr>
<td>2</td>
<td>18 Jan</td>
<td>Getting Started and Making your plan compelling</td>
<td>Ch. 2&amp;3</td>
<td>You will have time in class to work on your BP</td>
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<td></td>
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<td></td>
<td>Guest Speaker: Amanda Schultz Prospera Business Network</td>
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<tr>
<td>3</td>
<td>25 Jan</td>
<td>Industry Analysis and Trends</td>
<td>Ch 4-6</td>
<td>You will have time in class to work on your BP</td>
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<td></td>
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<td></td>
<td>Business Plan Proposal and Road Map due 5:00 pm 27 Jan 2013</td>
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<tr>
<td>4</td>
<td>01 Feb</td>
<td>Target Market</td>
<td>Ch.7</td>
<td>You will have time in class to work on your BP</td>
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<td>Guest Speaker: Bill Muhlenfield-Owner Distinctly Montana and Smart shop</td>
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<td>5</td>
<td>08 Feb</td>
<td>The Competition</td>
<td>Ch 8</td>
<td>You will have time in class to work on your BP</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>John Morse Case Study Due by 5:00 pm 10 Feb 2013</td>
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<tr>
<td>6</td>
<td>15 Feb</td>
<td>Strategic Postilion and Risk Assessment</td>
<td>Ch 9</td>
<td>You will have time in class to work on your BP</td>
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<td>Guest Speaker Rob Irizarry: Entrepreneur</td>
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<tr>
<td>7</td>
<td>22 Feb</td>
<td>Marketing Plan and Sales Strategy</td>
<td>Ch 10</td>
<td>You will have time in class to work on your BP</td>
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<td>Guest Speaker: Andrew Hull-Owner Elixiter Marketing</td>
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<tr>
<td>8</td>
<td>01 Mar</td>
<td>Operations</td>
<td>Ch 11</td>
<td>You will have time in class to work on your BP</td>
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<td></td>
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<td></td>
<td></td>
<td>Draft of Marketing and Competitive Analysis for Business Plan due</td>
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<tr>
<td>9</td>
<td>08 Mar</td>
<td>Technology Plan</td>
<td>Ch 12</td>
<td>You will have time in class to work on your BP</td>
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<tr>
<td>10</td>
<td>22 Mar</td>
<td>Management and Operations, Financials</td>
<td>Ch 13/16</td>
<td>Guest Speaker: Tom Shea (CPA)</td>
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**SPRING BREAK**

<table>
<thead>
<tr>
<th>Week One</th>
<th>Date</th>
<th>Section/Topic</th>
<th>Readings</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>22 Mar</td>
<td>Management and Operations, Financials</td>
<td>Ch 13/16</td>
<td>Guest Speaker: Tom Shea (CPA)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>29 Mar</td>
<td>University Day (Office Open)</td>
<td>NO CLASS Abstract due to UofC @ Denver (31 Mar 13)</td>
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<tr>
<td>05 Apr</td>
<td>Development, Milestones Exit Plan and Appendix</td>
<td>You will have time in class to work on your BP Guest Speaker Gary Gannon: Entrepreneur</td>
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<tr>
<td>12 Apr</td>
<td>Preparing, Presenting, &amp; Sending Out You Plan</td>
<td>Each Team will rehearse their presentation Guest: Rob Irizarry</td>
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<tr>
<td>19 Apr</td>
<td>Milestones Exit Plan</td>
<td>Presentations FA#2 slide due by 5:00 pm on 19 April 2013 Each Team will present for Twenty Minutes and answer questions for Ten (In Front of Panel)</td>
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<tr>
<td>26 Apr</td>
<td>Review/Knapps</td>
<td>Submit BP and Slides FA#3 due by 5:00 pm 26 April 2013 Submit BP to UofC and UofM (1 May 13)</td>
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<tr>
<td>08 May</td>
<td>Univ of MT Notifies Finalists</td>
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<td>16/17 May</td>
<td>Univ of MT Business Plan Competition</td>
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<td>1 June</td>
<td>Univ of Colorado @ Denver Notifies Finalist</td>
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<td>2/3 Week in June</td>
<td>Univ of Colorado @ Denver Business Plan Competition</td>
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