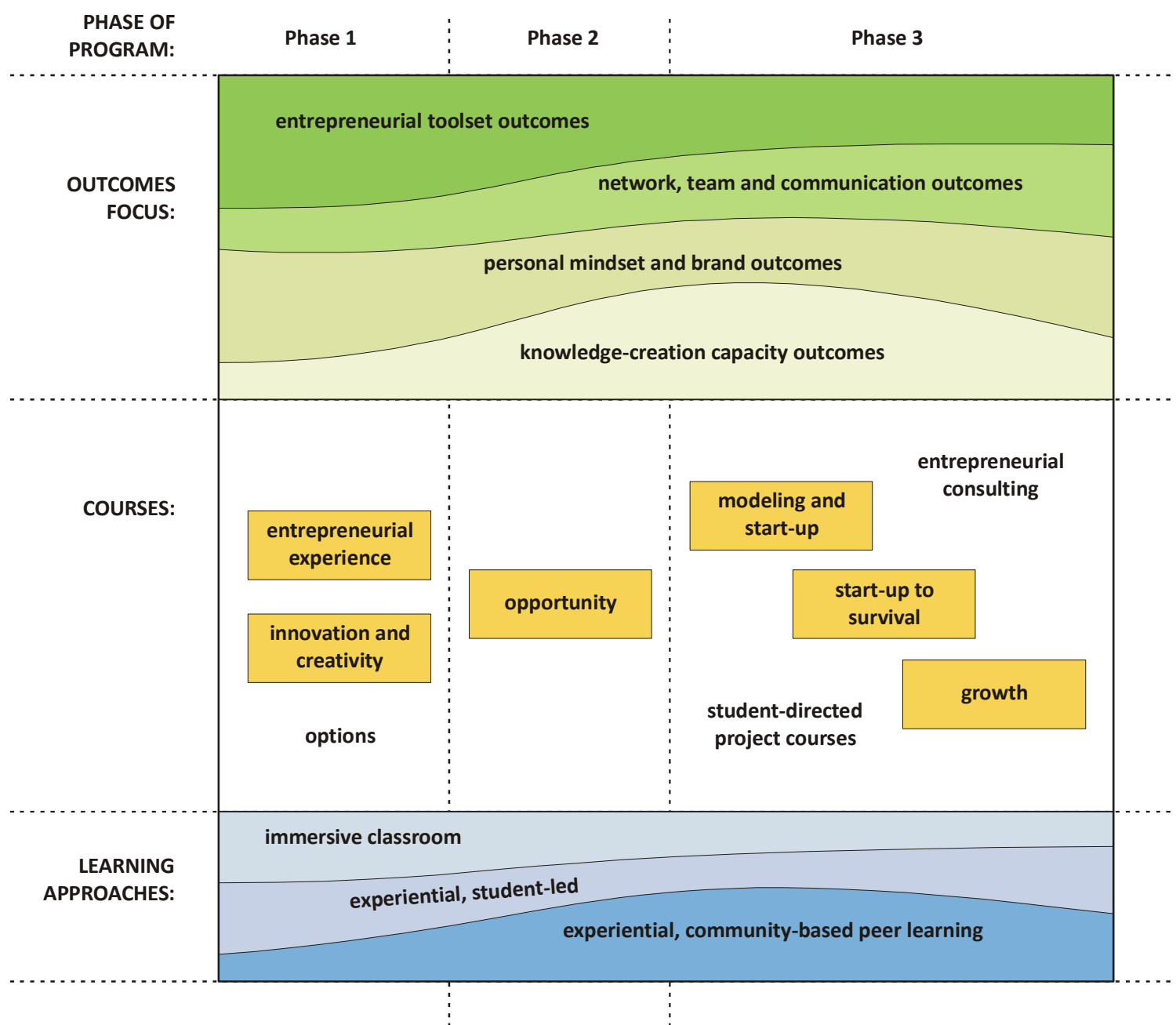


Our Curriculum Concept



Focus of the Educational Process

	Phase 1: Foundation	Phase 2: Transformation	Phase 3: Impact
Focus	Students' mind and toolsets, introduction to ways of thinking and practice, threshold concepts, troublesome knowledge	Transition phase with increasing focus on team, network, communication and knowledge-creation capacities	Balanced focus on all four outcome threads, emphasizing again personal mindset and brand
Primary Purpose	To enable learners to achieve predetermined entrepreneurial toolsets (knowledge, skills) and mindsets that deem them to be competent as creative entrepreneurs	To create entrepreneurial and experiential learning environments within which individuals maximize their potential and which build learners' comfort with troublesome knowledge	To achieve fluency in ways of thinking and practice of the entrepreneurial community of practice through contributions made to our real entrepreneurial economy and society
Outcomes	Individuals recognized as having met set standards and hence having the foundational toolsets and mindsets, and having foundational communication skills and ability to work a team	Learners who are aware that they can achieve and understand how to exploit their resources and their learning environment to make progress toward maximizing their contributions as a creative entrepreneur	Effective learners with a high self-confidence and a deeply rooted sense of identity as a creative entrepreneur – a curious, adaptive and persistent ethos of continuous innovation that persists well beyond the program
Roles of teachers	<i>The Controller:</i> Monitoring, directing and encouraging learners towards achieving the intended entrepreneurial toolsets and mindsets	<i>The Guide:</i> Supporting, motivating and facilitating learners to learn and achieve their potential by creating the stated learning environments and processes	<i>The Helper:</i> Facilitating a co-learning process with peers and entrepreneurs, consulting to students and supporting industry participants
Roles of learners	<i>The Interested:</i> Strives to move beyond passive learning and dependence on teachers for learning activities	<i>The Involved:</i> Confident learner aware of and involved in his or her learning; exhibits critical and creative thinking, and can work effectively with peers	<i>The Self-Directed:</i> Willingly assumes control of their own learning as members of multi-disciplinary teams within members within and external to the institution; acts as a resource for other learners
Learner motivation	External pressures, grades, consequence of failure, interest in topic	Desire for fulfilling employment, increasing level of internal motivations	Internal motivations, e.g. pursuit of desires and passion, self-esteem, self-actualization, recognition, control over career and life
Teaching methods	Classical university model; classroom setting; lectures; seminars; workshops; laboratories; videos; networking; group work; case methods; projects; practice dossier	As in Phase 1 plus field work, free discussions, self- and peer-teaching, experiential projects, reflection journals, entrepreneurial competitions and challenges	As in Phase 2 plus dynamic relationship with communities and society; school is not the primary venue; seen as part of lifelong learning

Learning Approaches

	Immersive classroom	Experiential, student-led	Experiential, community-based peer
Focus	Teacher controlled learning and assessment of approved content for acquiring information and knowledge	Self-directed learning and assessment to construct knowledge based on prior knowledge	Knowledge and meaning are collaboratively constructed by two or more peers
Primary Purpose	To provide a foundational framework, usually based on basic toolsets and mindsets so as to provide a frame of reference for the learner	To encourage personal growth as an individual through finding solutions to real world challenges and making sense of experiences gained	To provide growth through learning with and from peers both internal to the program and within the external entrepreneurial ecosystem, in pursuit of collective solutions to problems

Selected Curriculum Concepts

Entrepreneurship at Bissett

The entrepreneurship program at the Bissett School of Business is designed to ensure that its graduates have the ability to envision, create and grow innovative products, services or processes within a new business venture, mature organization or non-profit setting.

Key Courses

ENTR 3301: The Entrepreneurial Experience

(3 credits) 3 hours lecture

This highly experiential course develops an understanding of entrepreneurship and builds awareness of the experiences an entrepreneur will have in the real world. Students will be exposed to industry entrepreneurs and participate in entrepreneurial competitions. A framework of entrepreneurial attitudes, behaviors and skills will be examined based on current entrepreneurial research and practices observed in industry. Entrepreneurial experiences are explored in developing and industrial nations, in new and existing companies and in non-profit settings.

ENTR 3302: Innovation and Creativity for Entrepreneurial Practice

(3 credits) 3 hours lecture

This course introduces the concepts of innovation and entrepreneurial creativity. Students draw upon the inspired thinking and entrepreneurial pursuits of leaders in a variety of disciplines in order to understand the process of innovation and appreciate the role of creativity in making innovation possible. Emphasizing the development of the student's own entrepreneurial creativity and ability to innovate, the experiential and reflective activities in this course encourage students to explore their potential as passionate agents of change – in their own lives and in society.

ENTR 4331: Opportunity Development in the Entrepreneurial Venture

(3 credits) 2 hour lecture, 2 hours lab

In this course, students will work to develop an understanding of how opportunities are identified, selected and developed for the creation of an entrepreneurial endeavor within a new business, mature organization or non-profit setting. Students will build an awareness of the local and global factors that lead to favorable conditions for opportunity development, as they work towards a single relevant, innovative and scalable opportunity that has the potential to attract the required resources. Opportunities will be analyzed using a range of practical tools and methodologies. Assessment will, where possible, mirror the processes and criteria relevant to entrepreneurs in the real world.

Prerequisites: ENTR 3301 and ENTR 3302

ENTR 4332: Modeling and Start-up of the Entrepreneurial Venture

(3 credits) 2 hour lecture, 2 hours lab

In this course, students will be immersed in the issues encountered by entrepreneurs while modeling and assessing the feasibility of opportunities. They will be challenged to evaluate the opportunities they developed in ENTR 4331 and consider industry, market and product research through the lens of the pre-start-up and start-up phases of the venture life cycle. Contingency strategies will be developed as necessary after students receive feedback on progress and viability.

Prerequisites: ENTR 4331

ENTR 4343: Start-up to Survival of the Entrepreneurial Venture

(3 credits) 2 hour lecture, 2 hours lab

In this course, the ventures that students developed in ENTR 4332 will continue to be evolved through to the early growth phase of the venture life cycle. In this course the focus will be on topics such as marketing, sales, financials, business modeling, opportunity valuation, next levels of fundraising, management team and founder as leader, and other topics related to bringing ventures to fruition. In addition, the reasons businesses typically fail will be analyzed.

Prerequisites: ENTR 4332

ENTR 4344: Growth of the Entrepreneurial Venture

(3 credits) 2 hour lecture, 2 hours lab

In this course, students will analyze ventures in the later growth phases of the venture life cycle in order to gain an understanding of the requirements and alternatives for the successful evolution of an organization. The class will focus on issues that impact the ability of a venture to expand operations or pursue harvesting scenarios. Topics to be explored include evolution of operations, professional management, integrated systems, later stage venture financing, IPOs, harvest calculations and negotiations, and the franchising alternative.

Prerequisites: ENTR 4343