

UH Core Curriculum Supplement

Academic Unit / Office Bauer/MARK and Entrepren

Catalog Year of Implementation 2019-2020

Course (Prefix / Number) ENTR / 3311

Course Title Technology Entrepreneurship

PROPOSAL ACTION TYPE:

- Add existing UH course to Core
- Add new UH Course to Core, see Course Proposal
- Revision current Core, switch Component Area
- Revision current Core, substantive change (e.g. prerequisites, course requirements, course level, restricted enrollment)

SYLLABUS ATTACHED

Core Proposal Rationale and Justification for adding/revising the course?

Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum: Business disciplines such as Marketing, Management, and Finance are forms of applied social science related to fields such as Psychology, Sociology, and Economics. A course in Technology Entrepreneurship integrates these disciplines and provides students with a general educational background of sociological and psychological theory and context for these disciplines through the lens of the role of technology start-ups in society. It considers the impact of innovative start-ups on society, both those from the past that are now household names, to the technology companies of the future. Entrepreneurs must consider how a technology organization will serve an economic or social purpose, understand marketing theory and strategy for various socio-economic levels, apply empirical knowledge for funding and measuring profitability, understand the psychological factors in leading an organization, and ethical issues such as privacy, all of which align with a Social and Behavioral Science Core course.

COURSE LEVEL?

Is the course lower-division (1000/2000 level)? NO YES

If upper division (3000/4000 level) please provide a rationale for including the course in the UH Core Curriculum.

This course goes into more depth than a lower division course in terms of critical thinking, communication, quantitative skills, and social responsibility. Critical thinking is addressed in various ways, including consideration of whether a proposed technology-based business will have revenues adequate to cover costs. Communication is addressed through consideration of the marketing efforts needed to inform potential customers about the product, security and privacy issues, and through activities such as networking, presentations, and/or team assignments. Empirical and quantitative skills are addressed through consideration of market research and financial analysis. Social responsibility is addressed through discussion of the social and psychological theory and the context for technology entrepreneurship, including ethical considerations and the role of governmental regulation versus industry regulation. Teamwork and personal responsibility are addressed through discussions of leadership and/or team assignments.

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STEP 1: IDENTIFY THE FOUNDATION CORE COMPONENT AREA for this course

If the course is intended to be listed under Math/Reasoning or Writing in the Disciplines it must first qualify for Core under one of the Foundation Component Areas and under Step 2.

SELECT ONE	FOUNDATION COMPONENT AREA	REQUIRED CORE OBJECTIVES (see THECB Core objectives)					
		CT	COM	EQS	TW	SR	PR
<input type="checkbox"/>	COMMUNICATION	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<input type="checkbox"/>	MATHEMATICS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<input type="checkbox"/>	LIFE & PHYSICAL SCIENCES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input type="checkbox"/>	LANGUAGE, PHILOSOPHY, & CULTURE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	CREATIVE ARTS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	AMERICAN HISTORY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	GOVERNMENT/POLITICAL SCIENCE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	SOCIAL & BEHAVIORAL SCIENCES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

KEY : CT= Critical Thinking , COM = Communication, EQS = Empirical and Quantitative Skills
 PR= Personal Responsibility, SR = Social Responsibility, TW = Team Work

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STEP 2 : If not selecting a course for Core Math/Reasoning or Writing in the Disciplines proceed to Step 3.

IDENTIFY THE COMPONENT AREA OPTION for this course – Requires Step 1 & Step 2

If the course is intended to be listed under Math/Reasoning or Writing in the Disciplines it must first qualify for Core under one of the Foundation Component Areas identified in Step 1. Identify the Foundational Component Area and required Core Objectives.

SELECT ONE	UH Component Area Options:	Meets definition of Foundational Component Area (FCA) identified in Step 1	Double-List? *	CT	COM	EQS	TW	SR	PR
<input type="checkbox"/>	MATH/REASONING	<i>MATHEMATICS</i> <i>in Step 1 must select Mathematics</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<input type="checkbox"/>	WRITING in the DISCIPLINES	<i>Identify Foundational Component Area:</i> <i>Select One:</i> <i>& select additional objective(s) that align with the associated foundation component area selected in Step 1 (e.g. Language, Philosophy, Culture select SR, PR)</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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***DOUBLE –LIST?**

UH Core course typically serve under only one component area.

Indicate request for the course be evaluated to also be listed in the Catalog under the Foundational Component Area (for example, *Language, Philosophy, Culture & Writing in the Disciplines*).

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STEP 3: CORE OBJECTIVE ASSESSMENT

Select the applicable required Core Objectives for the associated Foundation Component Area.

For each required Core objective identify:

- How students will demonstrate achievement of the objective in the course (e.g. critical thinking, communication)
- What course assignment that may be used to assess student performance related to the objective. *An assignment may serve as a tool to assess more than one Core Objective.*

Select related required Objectives from Step 1 & 2)	Core Objectives	How will students demonstrate achievement of the objective in the course?	Assignment to be Assessed (e.g. Essay #2, Project, Test #3)
<input checked="" type="checkbox"/>	CT <i>*required for all courses</i>	Critical thinking is addressed through the application of economic and social demographic data and financial analysis to a proposed technology-based business and marketing plan.	Design Thinking and Ideation Workshop
<input checked="" type="checkbox"/>	COM <i>*required for all courses</i>	Communication is addressed through consideration of the marketing efforts needed to inform potential customers about a technology product or service, especially addressing social concerns of security and privacy, and through networking, presentations, and team assignments.	Idea Presentations and Final Presentations
<input type="checkbox"/>	EQS <i>*required for Math/Reasoning</i>	Empirical and quantitative skills are addressed through consideration of economics and social demographics, market research and financial analysis.	Producing a Balance Sheet, Profit/Loss Statement, Cash Flow Statement
<input type="checkbox"/>	TW		
<input checked="" type="checkbox"/>	SR	Social responsibility is addressed through a study of the economic and social content and theory of business, the emerging role of technology-based business in society, and psychological drivers of CEO, employee, and consumer behavior through the lens of a technology-based business.	Value Proposition Workshop and Final Presentation

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<input type="checkbox"/>	PR		
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UNIVERSITY OF HOUSTON
ENTR 3311 – Technology Entrepreneurship
Syllabus Effective Fall 2019

Description

The role of technology entrepreneurship in society and behavioral aspects of starting and building a successful technology-based business.

Prerequisite: None.

Note: Credit not given for both ENTR 3310 and ENTR 3311.

Course Goals and Objectives:

Technology start-ups play a significant role in the U.S. and global economy, and require a theoretical and empirical understanding that drives the technology sector and entrepreneurship and the behavioral aspects of starting and building a successful technology-based business, including recognizing an idea and opportunity, fully developing the idea and opportunity, bringing it to market and providing an understanding of the process for starting and growing a business. The primary focus of the course will be on the role of technology-based entrepreneurship as a social science, but includes practical skills needs to start and grow a technology-based business.

Lecture, Discussions, and Assignments will focus on:

- Role of technology start-ups and entrepreneurship in the U.S. and global economy
- Societal opportunities and challenges of technology-based entrepreneurship, including security and privacy issues, and governmental versus industry regulation
- Understanding the psychological mindset for entrepreneurship
- Entrepreneur's stress and well-being
- Character of a successful entrepreneur
- Understanding economic, social and cultural indicators of business opportunities
- Empirical measures of a successful venture: balance sheet, profit/loss and cash flow statements
- Technology-based business models and plans
- Identifying the financial and social capital required to develop a business
- Analyzing financial resources to fund a new venture
- Outside the business requirements: psychological drivers of the CEO, employees, and customers, ethics, leadership, technological, legal and other resources

GRADING:

Attendance: 15 points (one point for each day, 3 additional points given for regular participation in class discussions)

Team Meetings with Instructor: 9 points (each team will meet with instructor to discuss their progress with the idea and what help is necessary; each meeting will have different requirements that will be sent out via email with the sign-up)

Customer Interviews + Primary Market Research: 18 points (teams are expected to do customer interviews and report findings; teams will be graded on the quality of questions and feedback; summary of findings should be attached to the interview; summary will include why those questions were asked, what team plans to do next)

Initial Idea Presentation: 8 points (information about your problems statements, customer, ideation process, why you believe this solution is feasible in the market)

Community Events: 6 points (2 events required, 3 points each; requires a one-page summary of the event and proof you attended)

Final Presentation: 35 points (5 points from team members) (rubric to be handed out in class and via email)

Case Study: 8 points (link to answer case study questions will be distributed via email)

Slack Sign-up: 1 point (invitation will be sent via email)

FINAL SEMESTER GRADES:

A	93 – 100	C	73 - 76
A-	90 – 92	C-	70 - 72
B+	87 – 89	D+	67 - 69
B	83 – 86	D	63 – 66
B-	80- 82	D-	60 - 62
C+	77 – 79	F	59 and below

ACADEMIC HONESTY

The University of Houston Academic Honesty Policy is strictly enforced by the C.T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook which can be downloaded at <http://www.uh.edu/dos/publications/handbook.php>. Students are expected to be familiar with this policy.

AVAILABILITY OF COUNSELING SERVICES

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the "Let's Talk" program, which is a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html

CLASS SCHEDULE:

Week	Discussion Topic
1	Introduction and Red Labs Speaker Panel The Tech Economy: Impact on the U.S. and Global Economy
2	Entrepreneurial Environment: Societal Opportunities and Challenges Social Dimensions of Entrepreneurship: Networking
3	Psychological Mindset of Entrepreneurs: Innovation and Creation of Ideas Design Thinking Workshop
4	Market Research with Economic and Social Demographic Resources and Field Trip
5	Empirical Financial Data 1: Financial Overview Empirical Financial Data 2: Key Indicators: Balance Sheet, Profit/Loss Statement, Cash Flow Statement
6	Comparative Study of Business Models with Ideation Workshop
7	Marketing Communication Theories for Effective Presentations and Idea Presentations
8	Consumer Behavior and Pricing and Value Proposition Workshop
9	Understanding Psychological Drivers for Customers And Market Opportunity
10	Understanding Financial Capital and Mentorship Workshop
11	Understanding Financial Capital and Business Plan Basics: Prototyping Workshop
12	Social Theory of "Identification" relating to Market Branding
13	Human Resource Theory and Practice 1: Hiring Employees Human Resource Theory and Practice 2: Evaluation and Leading a Team
14	Economic and Social Role of Entrepreneurship and the Local Economy Legal and Contractual Aspects of Entrepreneurship
15	Final Presentations and Next Steps