**PAC Form Item #3: Mapping**

**• New Course: Map course to its program(s).**

**• Existing Course: If SLOs have changed, complete worksheet(s).**

**Instructions:**

* On the worksheet, identify the course.
* Review the learning goals/SLOs (referred to as Degree Learning Outcomes on the worksheet) for the Management (Entrepreneurship) major/specialization.
* If a given goal/SLO is a primary focus of the course, indicate this by placing an “X” in the Primary Focus column.
	+ Note: *A topic that is part of a course is not necessarily the primary focus of the course. For example, “Describe and apply leadership theories.” may be a primary focus of MGT 475 (Leadership in Organizations). This same topic may be introduced/covered in a course such as MGT 350 (Management & Organizational Behavior) but is not a primary focus of that course.*
* Consider whether some part of the course **Introduces**, **Reinforces**, and or **Applies** the goal/SLO being considered. If it applies, further consider whether the application takes place at the individual student level or in a group. Place an **“I”,** an **“R”,** an **“AI”** and/or an **“AG”** in the boxthat corresponds to the goal or SLO.
	+ *Please use the following definitions:*
		- *Introduces:* ***(I)*** *A new concept, likely a student’s first exposure*
		- *Reinforces:* ***(R)*** *Furthering explanation and/or understanding of a previously introduced concept.*
		- *Applies (Individually):* ***(AI)*** *Requires “hands-on” activity of some type that is evaluated at an individual student level.*
		- *Applies (In a Group):* ***(AG)*** *Requires “hands-on” activity of some type that is completed by a group of students working together and is evaluated at the group level.*
	+ *It is okay to place multiple letters in one box if the course does more than one thing. It is also okay to leave the box blank if the course does not relate to the goal/SLO. Please think concretely about the course’s SLOs, specific lectures and activities such as assignments, exercises, and exams. It is less helpful to draw a general conclusion that “everything I do in my class contributes to critical thinking [for example]” than to think in terms of a specific assignment that requires students in the class to demonstrate critical thinking skills and is evaluated based on the level of those skills demonstrated. It is* ***not*** *expected that a single course will contribute to all learning goals/SLOs nor cover all levels (introducing, reinforcing, applying). Remember that each course is one piece of a broader program. Programmatic learning goals/SLOs are accomplished by the introduction, reinforcement, and application of material over the range of courses in the program. It isn’t all expected to happen in one course!)*

**Management (Entrepreneurship) Worksheet**

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| --- | --- |
| **Course:** |  |
| **Management (Entrepreneurship Specialization) Degree Learning Outcomes** | **Primary****Focus?** | **I, R, AI, AG?** |
| Identify the cultural dimensions that distinguish different countries on work-related attitudes. |  |  |
| Explain how business practices vary in different countries. |  |  |
|  Identify and apply relevant concepts, frameworks, and techniques to identify opportunities and problems of firms competing in a global business context, and formulate and implement appropriate strategies. |  |  |
|  Identify and apply relevant concepts, frameworks, and techniques to identify and address strategic business issues from a general management perspective, cutting across functional areas. |  |  |
| Apply 4-6 ethical theories to current business situations. |  |  |
| Explain the philosophical arguments for and criticisms of 4-6 ethical theories. |  |  |
| Analyze the applicability of leadership skills/practices in different situations.  |  |  |
|  Describe and apply leadership theories. |  |  |
| Identify possible sources of new business opportunities. |  |  |
| Articulate new business opportunities based on perceived market trends. |  |  |
|  Identify the key characteristics of a potentially viable business opportunity. |  |  |
|  Design a business model suitable for pursuing a potentially viable business opportunity. |  |  |
| Articulate underlying assumptions of a business model. |  |  |
| Design meaningful experiments to test the underlying assumptions of a business model. |  |  |
| Iterate business models based on validated learning. |  |  |
| Project the resource requirements associated with launching and growing a new venture. |  |  |
| Differentiate between the alternative funding sources for a new venture. |  |  |
| Analyze the financial sustainability of a new venture.  |  |  |