**NEW**

PROGRAM PROPOSAL

WEBER STATE UNIVERSITY

**Submission Date:** February 27, 2013

**College:** John B. Goddard School of Business & Economics

**Department**: Department of Business Administration

**Program Title:** Minor in Entrepreneurship

**1. Complete Program Description**

*Present the complete, formal program description.*

Entrepreneurial skills are valuable both to those who will start and run their own companies, as well as to those who might work in larger firms, but who want to use their creativity to help the business develop. The Weber State University Minor in Entrepreneurship is designed to provide those practical skills to any Weber State University student, regardless of major. Because so many students enter college with ideas for businesses, the program has been designed so that freshmen may enroll in the introductory courses. The fifteen-credit curriculum is delivered in eight-week blocks, allowing students to proceed through the six required courses in a twelve-month period.

The proposed curriculum is as follows:

**Weber State University - Minor In Entrepreneurship**

The Minor in Entrepreneurship consists of 15 credit hours for students who have been admitted to the Goddard School of Business and Economics (GSBE). Non-Business School students must successfully complete (grade of “C” or better) a one-credit-hour leveling course before beginning the minor.

All courses will be delivered in a seven or eight -week format, in order to allow students to finish the course sequence in one calendar year. It is anticipated that this will maximize their ability to apply entrepreneurial knowledge to their business ideas during their tenures at WSU.

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 **REQUIRED LEVELING COURSE FOR NON BUSINESS SCHOOL STUDENTS**

**ENTR 1001 Principles of Entrepreneurship**

1 Credit Hour

Seven-Week Course

Prerequisites: None

**Course Objective and Description**: This course is required for non-business majors so that they may takethe Entrepreneurship Minor. Students will explore the entrepreneurial mindset and culture that has developed in various companies and industries. They will discuss the practice and theory regarding the entrepreneurial process involved in creating and managing a new business. Students will also learn and discuss the full entrepreneurship spectrum including ideation, business model generation, customer validation, prototype development, entrepreneurial finance, online and direct marketing, initial sales, legal, partnerships, HR and more. Each topic will be taught based on applied methods using current, real-time examples of startup companies that are proven examples of success and failure.

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**REQUIRED MINOR COURSES FOR ALL STUDENTS**

**ENTR 1002 Introduction to Entrepreneurship**

1.5 Credit Hours

Seven-Week Course

Prerequisites: ENTR1001 or Admission to the GSBE

**Course Objective and Description:** The entrepreneurial venture creates a new technology or a new way to buy, sell, produce and distribute an existing product or service. Entrepreneurs often begin as one-person startups and can grow to become the largest and most successful companies the world has ever known. Understanding these ventures requires a different set of tools than needed to understand the traditional large firm. Successful entrepreneurs have a high sense of opportunity recognition AND problem solving. This course will identify the unique differences to traditional corporate and large scale business finance, operations, sales, marketing, HR and other company functions. Students will also begin to understand the concepts of a business model and customer development via guiding texts – Business Model Generation [BMG] and The Startup Owner’s Manual [SOM] at a much deeper level.

**ENTR 1003 Ideation and Customer Development – Testing Ideas With Customers**1.5 Credit Hours
Seven-Week Course
Prerequisites: ENTR1001 or Admission to the GSBE

**Course Objective and Description:** Students will learn how to make startups fail less thru proven process and theory designed to help ideation become customer needs driven instead of based on the instincts of the entrepreneur. Students will create, test and update a business model based entirely upon customer feedback and customer development methodologies as described in Business Model Generation and Startup Owners Manual textbooks. Much of the class will have students spending time “out of the building’ – learning about what customers want and will pay for through in-person prototype testing, iteration and feedback.

**ENTR 1004 Entrepreneurial Finance – Bootstrapping, Accounting & Survival Tactics**

3 Credit Hours

Seven-Week Course

Prerequisites: ENTR1001, or Admission to the GSBE

**Course Objective and Description:** Traditional accounting courses look at financial processes and learning from the perspective of the corporation or to train students to work at larger companies. Entrepreneurship and entrepreneurial ventures have different financial and accounting needs based on their size, cash flow, planning and situational urgency. Students will learn about bank loans, business credit cards, investors, venture capital and other forms of traditional and non-traditional financing. Learning activities will include developing and evaluating the financial portion of a business model, valuation, deal structuring, and developing debt-structuring models. The course will explore the application of corporate finance tools to new venture and private equity transactions including forecast simulations and the application of real options. The course will view finance from the entrepreneur, lender and investor’s perspectives.

**ENTR 2001 Sales and Marketing – Scaling A Successful Business Model**

3 Credit Hours

Seven-Week Course

Prerequisites: ENTR1004

**Course Objective and Description:** Many students have great ideas. Ideas, when coupled with proper customer development, discovery and business models create companies that ultimately are desirable to paying customers. Prior to this course students will have successfully identified a startup that customers support. This class will focus on how to find more of those customers so the startup can become a viable and sustainable enterprise. Internet marketing, guerilla marketing, viral marketing, and other bootstrapped techniques and concepts that are available for low to no cost will be the focus. This course will look at alternatives to these traditional methods and students will, thru hands on efforts, test these methods with real customers.

**ENTR 3002 Starting The Business (25% of student startup funding)**

ENTR2002 – 3 Credit Hours

Seven-Week Course

Prerequisites: ENTR2001

**Course Objective and Description:** Students will utilize skills learned in previous courses to develop a business model that they will validate and iterate via paying and participating customers. Budgets and spending plans will be designed to launch a business using actual dollars. Student teams will present their company at the beginning of the course as teams and will then use student startup funds to launch their business.

**ENTR 3003 Growing The Business (75% of student startup funding)**

ENTR3003 – 3 Credit Hours

Seven-Week Course

Prerequisites: ENTR2002

**Course Objective and Description:** Continuing from course five (a), students and their startups will accelerate the pace of customer validation and acquisition. Heavier spending on sales and marketing activities will start to bring some scale to their startup. Paying jobs will begin to be created and the startup will be a living, breathing entity with revenues, expenses and profits to continue it on beyond the completion of the course. This course will focus on launching the business from a student run startup in a university setting, to a standalone company that can operate outside the confines of a college campus.

**2. Purpose of Degree**

*Summarize why the institution should offer this degree and the expected outcomes.*

Utah’s strong entrepreneurial culture results in many undergraduate students having the goal of starting their own business or stepping into a family business. Although WSU’s 2000 undergraduate business majors learn the skills to be successful in those endeavors, the other 24,000 WSU students typically are not exposed to these critical business concepts. These students may be majoring in the creative arts, pre-law, engineering, computer science, or a host of other majors (see the Appendix for a list of the majors most likely to take advantage of the minor). It is important that they complete those majors, giving them the skills and knowledge necessary to be successful in their chosen professions. However, it is equally critical that their major be supplemented with the entrepreneurship courses that can ensure business success, too.

The Minor in Entrepreneurship has been designed with those non-business students in mind. The Minor has no business prerequisites and will not require formal admission to the Goddard School of Business & Economics.

These students will also have the opportunity to utilize the Bill Child Startup Center in the E.O. Wattis building that houses the Goddard School of Business & Economics on the Ogden Campus. The Child Center will have the hard-copy and electronic resources that entrepreneurs need, as well as open space for students to brainstorm and small meeting rooms for groups to work on the launch of their businesses. Funding for the renovation of the Child Center space is already in hand and remodeling will begin in Fall 2012.

A hallmark of the Child Center will be its Entrepreneur-in-Residence program. At least two afternoons per week, the Goddard School will arrange for successful entrepreneurs to be available to help students with their ideation and business launches.

A focal point of the Entrepreneurship Minor will be business idea competitions that result in significant funding (funding is already in place) for the top competitors.

**3. Institutional Readiness**

*Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of either undergraduate or lower-division education.*

The Entrepreneurship Minor will be housed administratively in the Department of Business Administration within WSU’s John B. Goddard School of Business and Economics. Two major gifts provide the funding for the program. First, Alan Hall has provided a $2 million gift to fund program expenses (including business idea competition prizes and startup funding) and a $1.5 million gift that will help to recruit an endowed chair in entrepreneurship. Second, Bill Child’s previous gift has resulted in an endowment of over $1.1 million for the Bill Child Startup Center, ensuring that the physical site and associated technology and resources will always remain cutting-edge.

The Entrepreneurship Minor will be directed by Alex Lawrence, who is also WSU’s Vice Provost for Innovation and oversees WSU’s USTAR efforts. Mr. Lawrence is also a very successful entrepreneur and will ensure the practicality of the curriculum.

The program is designed to complement existing majors both within the Goddard School and across the breadth of Weber State University. The Goddard School currently offers an Entrepreneurship course annually. However, that course is open only to business majors. It is expected that the Goddard School will discontinue offering that course once the Minor is official, with business students also participating in the Minor courses. Thus, no negative results are expected for other undergraduate programs at WSU.

Furthermore, the Entrepreneurship program director will meet with the chairs of departments for whose students the Entrepreneurship Minor is likely to be attractive. The purpose of the meetings will be to develop a recommended program of study for students who want to complete the requirements of both their major and the minor.

Finally, WSU has an active Small Business Development Center (SBDC), directed by Beverly King. She will facilitate the development of internship and job shadowing opportunities for WSU students with her clients, who often need significant assistance (both in terms of person-hours and startup expertise). WSU is also opening a downtown Ogden building that will house Startup Ogden, an incubator for startups in the community. Since Startup Ogden and the Entrepreneurship Minor will both be directed by Alex Lawrence, Startup Ogden will likely be additional internship and shadowing opportunities for WSU students.

**4. Faculty**

*Identify the need for additional faculty required in each of the first five years of the program. State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Clearly state the proportion of regular full-time, tenure track faculty to part-time and non-tenure contract faculty. Describe the faculty development procedures that will support this program. See Requirements in the Institutional Readiness Section.*

Dr. Tony Allred is a tenured professor in the Department of Business Administration. He has mentored the Weber Entrepreneurs Association (WEA) for several years, overseeing their participation in business plan and idea competitions both on campus and state-wide. Dr. Allred currently teaches the only undergraduate entrepreneurship course offered at WSU. As explained above, that course will be discontinued to free Dr. Allred to teach in the Entrepreneurship Minor. In addition, the Goddard School is in the process of hiring a new tenure-track faculty member in Marketing, which currently represents a heavy teaching burden for Dr. Allred. This will also allow Dr. Allred to teach more entrepreneurship courses.

Alex Lawrence, who will direct the Entrepreneurship Minor, will also teach several courses per year in the program.

In addition to those two faculty members, the Goddard School will hire an endowed chair in entrepreneurship. The base funding for that position will be allocated from the Goddard School’s existing instructional wage budget. The supplemental funding for the endowed chair will come from an endowment already given to the university in summer, 2012. The donor’s gift, which is managed by the Dean’s office in the GSBE, stipulated that funds be used for this precise purpose.

These three faculty members are expected to cover the entrepreneurship course offerings for at least the first five years of the program. Adjunct professors might be hired strategically if program demand so dictates.

**5. Staff**

*List all additional staff needed to support the program in each of the first five years; e.g., administrative, secretarial, clerical, laboratory aides/instructors, advisors.*

Administrative support for the minor will come from the Department of Business Administration, which will house the program. Capacity to support the minor exists there.

Advisement will be the responsibility of the Goddard School’s Advising Center, consisting of two full-time advisors.

No additional staff are anticipated to run the minor.

**6. Library and Information Resources**

*Describe library resources required to offer the proposed program. Does the institution currently have the needed library resources?*

Because it is a rapidly-evolving arena, entrepreneurship resources change almost constantly. Therefore, it is anticipated that the Bill Child Startup Center will be the center of resources for program students.

WSU’s Stewart Library has approximately 200 books and 20 academic journal specifically oriented toward entrepreneurship. It also subscribes to five periodicals in this area. The library’s databases, such as Lexus/Nexus, also offer students additional resources. Moreover, the increasing availability of entrepreneurship resources on the internet will be helpful.

In addition, the Small Business Development Center, which is located next to the existing Child Startup Center that will be hub of entrepreneurial activity on campus, has many resources for start-ups. Bev King, the SBDC Director, will pair students in the minor with small firms for internships and mentorships.

**7. Admission Requirements**

*List admission requirements specific to the proposed program.*

The intent of the minor is to be open to both business and non-business students. Non-business students will be required to complete a one-credit leveling course (ENTR 1001) that introduces them to key business terms and fundamental business and economic concepts. Either the completion of this course (C or better) or being formally admitted to the Goddard School is a prerequisite to taking the first course in the minor (ENTR 1002). All minor courses require a grade of C or better to earn the minor.

**8. Student Advisement**

*Describe the advising procedure for students in the proposed program.*

The Goddard School has an excellent professional advising staff in its Advising Center. The two full-time advisors will have primary responsibility for advising students in (and about) the minor. They will also be charged with ensuring that professional advisors in other colleges and the general education advisors understand the minor and how it fits with each major. In addition, the Entrepreneurship program director will meet with the chairs of departments for whose students the Entrepreneurship Minor is likely to be attractive. The purpose of the meetings will be to develop a recommended program of study for students who want to complete the requirements of both their major and the minor.

**9. Justification for Graduation Standards and Number of Credits**

*Provide graduation standards. Provide justification if number of credits or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS.*

The Entrepreneurship Minor consists of 15 credit hours. Non-business students have one additional credit hour for a leveling course, making it a 16-credit course for them. This number of credits was chosen because the critical content can be delivered within that constraint, and minimizing hours will make the minor more accessible to more non-business students.

**10. External Review and Accreditation**

*Indicate whether any external consultants, either in- or out-of-state, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a possible accreditation review; indicate how close the institution is to achieving the requirements, and what the costs will be to achieve them.*

Weber State University’s business offerings are fully accredited by AACSB International. WSU holds AACSB accreditation in both business and accounting, the two areas in which such accreditation is available. The Entrepreneurship Minor, like all majors and minors in the Goddard School, will meet or exceed the faculty, student, staff and programmatic requirements expected by AACSB.

In developing the curriculum, no formal outside consultant was employed. However, program director Alex Lawrence researched outstanding entrepreneurship majors and minors across the US. He also visited top entrepreneurship programs, including those at Berkeley and Stanford Universities, and has worked closely with their directors in tailoring an entrepreneurship minor for Weber State University students.

**11. Projected Enrollment**

Note that the mean class size at Weber State University in Fall 2012 was 21. The mean class size in the Goddard School in 2011-12 was 29. AACSB does not require any particular student/faculty ratio.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req’d Ratio |
| 1 | 20 | 3 | 6.7 | N/A |
| 2 | 35 | 3 | 11.7 | N/A |
| 3 | 50 | 3 | 16.7 | N/A |
| 4 | 70 | 3 | 23.3 | N/A |
| 5 | 75 | 3 | 25.0 | N/A |

We request that the minor be available to students immediately. We therefore request that a statement be included in the on-line catalog that the minor will be available to students effective Fall 2013. The minor will appear in the printed catalog for 2014-15

**12. Expansion of Existing Program**

*If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration.*

Not applicable, since this is a new program.

**Need**

**13. Program Need**

*Clearly indicate why such a program should be initiated.*

With the slow economy of recent years, the importance of entrepreneurship has increased. The unemployed have returned to universities to upgrade their educations, but in many cases have found jobs to remain scarce even after graduation. The Entrepreneurship Minor gives those individuals a fighting chance of relying on themselves, rather than existing businesses, for employment. Moreover, it is well-known that many of the best new ideas come from young minds. Pairing those great ideas with the entrepreneurial skills that can turn them into vibrant businesses that create jobs and contribute to economic development is a critical role for Weber State University.

Also, as noted previously, many very creative individuals do not major in business, and graduate without the ability to monetize their creativity. Those in many professional and technical degree programs face similar challenges as they transition from students to working professionals. The Entrepreneurship Minor has the real potential to transform WSU students’ readiness to be successful after graduation.

Perhaps most importantly, WSU primarily draws students from the Northern Utah region. WSU’s combination of an open-access policy, relatively low tuition/fee structure, and significant need-based financial aid programs (e.g., Dream Weber, which pays full tuition and fees for eight semesters for needy students) mean that WSU is the only realistic higher-education option for many students in this region. For these students to learn entrepreneurship, the program must be available at WSU.

**14. Labor Market Demand**

*Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change.*

A main goal of this program is to free students from the constraints of the supply-side of the labor market. Existing jobs become unimportant, because entrepreneurs create their own jobs. Moreover, approximately 85% of new jobs created in the American economy are created by small businesses. By increasing the ability of students to become entrepreneurs, the proposed minor should actually create additional jobs beyond the startup employment for the entrepreneurial alumni.

Having entrepreneurial skills also helps insulate individuals from downturns in the economy. If one business fails, entrepreneurs find another. Even students who eventually opt for traditional employment will find that their risk-taking perspective and risk-evaluation skills make them among the most valuable employees in a firm, thereby decreasing the likelihood of their being laid off.

Recent data underscore the importance of small businesses and entrepreneurs in job creation. In 2010, small businesses in Utah and in the US created 83,751 and 7,607,016 jobs, respectively, despite the continuing economic struggles of the larger economy.

**15. Student Demand**

*Describe evidence of student interest and demand that supports potential program enrollment.*

The main entrepreneurship student club, Weber Entrepreneurs Association (WEA), has been one of the most vibrant clubs in the Goddard School. They are trained by a local venture capitalist in proposal evaluation, and then assist him by culling the 2000 funding proposals down to 50 proposals that he considers for funding. WEA also organizes and executes the annual “Opportunity Quest” business idea competition, whose winners receive funding for their businesses and go on to compete in a state-wide student competition. WSU students have done very well in these competitions, and several WSU alumni have turned the businesses they started as students into profitable firms (e.g., *Inc.* magazine’s “Coolest College Startup” winner or 2010 FuneralRecording.com and Campus Book Rentals).

It is worth noting that many WEA students, including the two who started FuneralRecordings.com and Campus Book Rentals, are non-business majors. It is clear that an Entrepreneurship Minor must make room for non-business majors. That was confirmed by the recent unanimously enthusiastic support offered by the deans of the other six academic colleges at WSU for the new minor.

**16. Similar Programs**

*Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific.*

Most USHE universities and several private universities have begun to offer entrepreneurship courses and programs over the past few years. However, these programs would typically not benefit the students who opt to enroll at WSU. As explained in the final paragraph of the response to item 13 (Program Need) above, Weber State University students are drawn primarily from Northern Utah. Most of these students commute to campus, living at home to make college affordable. Although most institutions of higher education in Utah offer entrepreneurship courses or programs, Weber State University students will only integrate entrepreneurship into their programs of study if WSU offers its own entrepreneurship program.

Moreover, the technological advances in the twenty-first century economy have opened opportunities for entrepreneurship for students of diverse backgrounds. Starting a successful business can end the cycle of poverty in which some families are caught. WSU student do not lack the ideas or the drive required to engage in entrepreneurship—they only lack the knowledge of how to do it. The proposed Minor in Entrepreneurship will fill that gap for them, contributing to their personal success, as well as to economic development in Northern Utah.

**17. Collaboration with and Impact on Other USHE Institutions**

*Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution’s intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions.*

Entrepreneurship is one area in which Utah’s institutions of higher learning have a history of strong cooperation. WSU cooperates with them primarily through association with and participation in the Utah Entrepreneur Series (see <http://www.ues.utah.edu/>. The Utah Entrepreneur Series (UES) is a statewide competition whose fundamental purpose is to promote student entrepreneurship. The Opportunity Quest portion of the competition is designed to encourage business idea generation. The Utah Entrepreneur Challenge, the second part of the competition, is designed to help students develop comprehensive business plans that can lead to successful business start-ups. All university students in the state are eligible and encouraged to participate. Past participation has included students from Utah State, Weber State, University of Utah, Utah Valley, BYU, Southern Utah and other Utah universities.

**18. Benefits**

*State how the institution and the USHE benefit by offering the proposed program.*

WSU’s over 26,000 students will benefit from having the option of a minor that can apply to almost any major. The university will also strengthen its ties to the business community through partnerships designed to support students and through direct ties to firms that students start. It is expected that a portion of the businesses students start will become quite successful (WSU already has examples), and that the owners will be inclined to be philanthropic toward WSU.

As mentioned above, USHE will benefit from stronger WSU participation in joint entrepreneurship competitions already taking place annually among USHE member schools.

**19. Consistency with Institutional Mission**

*Explain how the program is consistent with and appropriate to the institution’s Regents’ approved mission, roles, and goals.*

The Entrepreneurship Minor is quite consistent with WSU’s mission as Northern Utah’s university. It offers a new, valuable program to the student body. Moreover, WSU’s core value of access is exemplified in the minor. Access to the minor exists for every WSU students starting with their first freshman term. Through the program, students will also learn the skills that give them access to self-sufficiency in their work careers. Many WSU student will not opt to attend a different university to get access to entrepreneurship courses, whether due to financial considerations, being place-bound due to jobs, etc. These students will only have access to an entrepreneurship curriculum if WSU offers one.

**Program and Student Assessment**

*Program assessment and performance standards information, which is required for Regents’ review, will serve as information only during University Curriculum Committee review.*

**20. Program Assessment**

*State the goals for the program and the measures that will be used in the program assessment procedure to determine if goals are being met.*

As an institution holding AACSB International accreditation in both business and accounting, WSU’s Goddard School is well-versed in defining learning outcomes/goals, measuring them, and ensuring that continuous improvement in programs occurs. The entrepreneurship minor has the following learning goals for students:

* Understand the entrepreneurial process (assessment will be through course-embedded examinations)
* Analyze ideas and test them with customers to identify which have the potential to develop into successful businesses (assessment will be through course-embedded experiential projects)
* Prepare applications for entrepreneurial funding (assessment will be through course-embedded experiential projects and through funding success of student startups)
* Experience starting and growing a real business (assessment will be through tracking key business metrics for startups, including growth in customer base, cash flow adequacy, and revenue stream growth)

**21. Expected Standards of Performance**

*List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning***.**

Completion of the minor requires that students actually start a business. Thus, the ultimate test of student learning will be related to those startups. The success of the startup will not be the measure of student learning, however. Most small businesses fail. Student learning will be assessed based on their ability to execute the entrepreneurial process, to fail quickly if the business model is to fail, and to identify the reasons for such failures. Specifically, students completing this minor will be able to demonstrate the following:

* Outline the key aspects of the entrepreneurial process
* Undertake appropriate research with customers to trial and test potential business ideas
* To engage effectively with business development partners, potential funders, suppliers and customers
* Identify appropriate funding vehicles for entrepreneurial funding
* Develop coherent, quality funding applications
* Apply fundamental entrepreneurial business knowledge to develop a new start-up
* To use systematic and robust date to make well informed decisions concerning the viability of potential business ideas and/or business start-up, including the decision to not proceed

These competencies were identified by successful entrepreneurs as the necessary competencies for successful entrepreneurship.

**Program Curriculum**

**22. All Program Courses**

*List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours.*

|  |  |  |
| --- | --- | --- |
| **Course Prefix & Number** | **Title** | **Credit Hours** |
| **Required Courses** |  |  |
| **ENTR 1001 (required only for students not already admitted to the Goddard School of Business & Economics)** | Principles of Entrepreneurship | 1 |
| **ENTR 1002** | Introduction to Entrepreneurship | 1.5 |
| **ENTR 1003** | Ideation and Customer Development Testing Ideas with Customers | 1.5 |
| **ENTR 1004** | Entrepreneurial Finance: Bootstrapping, Accounting and Survival | 3 |
| **ENTR 2001** | Sales and Marketing: Scaling a Successful Business Model | 3 |
| **ENTR 3002** | Starting the Business | 3 |
| **ENTR 3003** | Growing the Business | 3 |
|  | **Sub-Total** | **15** credits for students already admitted to the Goddard School of Business & Economics; **16** credits for non- business majors |
| **Elective Courses (none)** |  | 0 |
|  | **Sub-Total** | 15 or16 |
| **Track/Options (none)** |  | 0 |
|  | **Sub-Total** | 15 or 16 |
|  | **Total Number of Credits** | 15 or 16 |

**23. New Courses to be Added in the Next Five Years**

*List all new courses to be developed in the next five years by prefix, number, title, and credit hours. Use the following format:*

All seven required courses are new and are being added as part of the approval process for the minor. No new courses are expected to be added thereafter.

|  |  |  |
| --- | --- | --- |
| **Course Prefix & Number** | **Title** | **Credit Hours** |
| **Required Courses** |  |  |
| **ENTR 1001 (required only for students not already admitted to the Goddard School of Business & Economics)** | Principles of Entrepreneurship | 1 |
| **ENTR 1002** | Introduction to Entrepreneurship | 1.5 |
| **ENTR 1003** | Ideation and Customer Development Testing Ideas with Customers | 1.5 |
| **ENTR 1004** | Entrepreneurial Finance: Bootstrapping, Accounting and Survival | 3 |
| **ENTR 2001** | Sales and Marketing: Scaling a Successful Business Model | 3 |
| **ENTR 3002** | Starting the Business | 3 |
| **ENTR 3003** | Growing the Business | 3 |

**INFORMATION PAGE**

Did this program proposal receive unanimous approval within the Department? **Yes**

If not, what are the major concerns raised by the opponents?

Explain how this program will differ from similar offerings by other departments. Also explain any effects this proposal will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program. In the case of similar offerings or affected programs, **you should include letters from the departments in question stating their support or opposition to the proposed program**.

No other WSU unit offers entrepreneurship education or any close substitute. As a minor, this program will be available to all students across WSU. GSBE faculty will work with chairs and program directors, including BIS, to create specific course sequences that will allow students to complete their majors at WSU and the Entrepreneurship Minor.

**A Master’s Degree program** must have a **minimum of 30 credit hours with a maximum of 36 credit hours**.

**A Bachelor** of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Integrated Studies must have a **minimum of 120 credit hours with a program maximum of 126 hours** (This is a state system-wide requirement). Exceptions for the maximum number of program hours are allowed if accreditation issues require a set number of courses within a given program, i.e. Dental Hygiene, Nursing, Radiology**.**

**An Associate of Arts or an Associate of Science must have a minimum of 60 credit hours with a program maximum of 63 credit hours**. **An Associate of Applied Science must have a minimum of 63 credit hours with a program maximum of 69 credit hours.**

**Major programs that require a minor will consist of not fewer than 30 credits and not more than 48** credits in the major field. **Major programs that do not require a minor** shall consist of **not more than 63 credits in the major field.**

**A minor is a program** of study generally selected to complement and strengthen a student’s major and/or enrich the student’s overall educational program. **A minor consists of not fewer than 15 credits**. Courses that are used to satisfy the general education requirements can be used as part of the minimum number of hours needed for the minor requirements, unless prohibited by a particular college or department.

**Indicate the number of credit hours** for course work within the proposed program. (Do not include credit hours for General Education, SI, Diversity, or other courses unless those courses fulfill requirements within the proposed program.)

The minor requires 15 credit hours for students already admitted to the Goddard School of Business and Economics. The minor requires16 credit hours for students not yet admitted Goddard School. All courses are required and there are no electives.

**Submit the original** to the Faculty Senate Office**, MC 1033,** and an **electronic copy to** kbrown4@weber.edu

**APPROVAL PAGE**

for: (Program Title)

 The WSU Library has adequate information resources to support this proposal.

\_\_\_\_\_ Currently, the WSU Library does not have adequate information resources to support this program. However, if this proposal is approved, a Library bibliographer will work closely with departmental faculty to acquire the information resources needed. Funding for the new resources will come from the Library’s budget.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ WSU Librarian/Date (Must be signed by the Library)

Approval Sequence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair/Date (& BIS Director if applicable)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Curriculum Committee/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director or ATE Director (if applicable)/Date

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Dean of College/Date

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| Programs leading to secondary undergraduate teacher certification must be approved by the University Council on Teacher Education before being submitted to the Curriculum Committee.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Council on Teacher Education/Date  |

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| Master’s programs must be reviewed by the University Graduate Council before being submitted to the Curriculum Committee. I have read the proposal and discussed it with the program director .\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_University Graduate Council Representative/Date |

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University Curriculum Committee/Date

Passed by Faculty Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_