



### **Directions for submitting a request for approval of undergraduate degrees/degree programs**

University System of Ohio (USO) institutions requesting approval from the Chancellor of the Ohio Board of Regents to deliver undergraduate programs are required to complete and submit the enclosed proposal as part of the approval process. If the institution has not already done so, it must submit an Initial Inquiry to begin the review process. Questions about the Initial Inquiry or the proposal template may be submitted to Matt Exline, assistant director for program development and approval, at (614) 728-3095 or [mexline@regents.state.oh.us](mailto:mexline@regents.state.oh.us). Once the initial inquiry is received, an institutional mentor will be assigned to the institution to assist in the development and review of the request.

Depending on the nature of the request, the institution may be asked to submit additional information in the form of a **supplement or supplements** (e.g., online course offerings, off-campus locations, flexible delivery schedules etc.). The institutional mentor will assist the institution in determining what forms are needed to complete the review the process.

If the request also requires the approval of the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC), or if the institution also intends to pursue programmatic/specialized accreditation for the request, the institution may submit materials prepared for HLC or the programmatic/specialized accrediting body in lieu of submitting this proposal and any applicable supplement forms.

If the institution is submitting a request for an **educator preparation program**, additional information will be requested to complete the review.

The institutional mentor will provide directions for submitting the request. Electronic submission of all review materials is preferred. The proposal itself must remain a Microsoft Word document. Appendix items should be clearly labeled and may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. If the electronic documents are too numerous or too cumbersome to email, you may copy them to a CD or "flash drive" and then mail the CD or flash drive to our office.

<b>REQUEST</b>
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**Date of submission:** \*\*\*January 15, 2017\*\*\* (to be updated upon formal submission)

**Name of institution:** Wright State University

**Degree/degree program title:** Bachelor of Science in Business, Entrepreneurship Major

**Primary institutional contact for the request**

**Name:** Kendall Goodrich

**Title:** Chair and Professor of Marketing

**Phone number:** 937-775-2654

**E-mail:** Kendall.Goodrich@Wright.edu

**Delivery sites: Dayton Campus, Lecture**

*(List all sites where the proposed program will be delivered)*

**Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors):** \*\*\*XXXX\*\*\*

**Proposed start date:** Fall, 2017

**Institution's programs:** Associates Degree through Ph.D.

**Educator Preparation Programs:**

*Indicate the program request leads to educator preparation licenses or endorsements.*

**Licensure**                      **No**

**Endorsement**                      **No**

## SECTION 1: INTRODUCTION

**1.1** *Provide a brief summary of the request that will serve as an introduction for the reviewers.*

Wright State University's Raj Soin College of Business (RSCOB) proposes the creation of a new Entrepreneurship major within its Bachelor of Science in Business degree program. The Entrepreneurship major is designed to provide students with the skills and experiences necessary to start their own successful venture. This multidisciplinary major includes required or elective courses from all RSCOB departments. The proposed major's required courses focus on starting, financing, commercializing and managing a new business.

With a Wright State degree, the Entrepreneurship majors will have a solid liberal education foundation, supplemented by a contemporary, applied education geared toward success in business planning and growth. Courses in the major provide students with many opportunities for experiential learning:

- Development of business plans for local startups, new innovations, or the students' own new venture ideas.
- Interaction and networking with local entrepreneurs, allowing students to both learn from and contribute to local venture growth.
- Collaboration and interaction with major local organizations in the Dayton "entrepreneurial ecosystem" such as:
  - Small Business Development Center (SBDC – Dayton-area location at Wright State)
  - Air Force Research Labs (AFRL)
  - The Entrepreneurs Center (TEC -- Dayton small business incubator)
  - Wright State Research Institute (WSRI)

The university already offers all but one of the business courses in the proposed Entrepreneurship major within the various participating departments from RSCOB. Furthermore, demand for entrepreneurship courses at Wright State appears to be growing. For example, enrollment for the MKT 4300 Entrepreneurship course grew by 56% from the 2013-2014 school year to 2015-2016.

The Entrepreneurship major is designed to permit a student to begin as a traditional, direct from high school student, non-traditional student, or transfer student from other institutions. Graduates with associate degrees in fields of study other than business may be admitted, but additional hours may be required for graduation.

RSCOB and the regional campuses have sufficient resources, classrooms, labs, faculty, and libraries, to offer this major.

No other Ohio Public Institution within 30 miles offers an undergraduate Entrepreneurship major. This program fills a need for a program that recruits and develops student talent for local business growth.

## SECTION 2: ACCREDITATION

### **2.1 Regional accreditation (AACSB)**

Original date of AACSB accreditation: 1974

Date of last review: 2016

Date of next review: 2021

#### **a) Results of the last accreditation review**

The AACSB Continuous Improvement Review Committee met, voted, and concurred with our AACSB visiting team's recommendation for the extension of accreditation for the business programs offered by RSCOB on April 21<sup>st</sup>, 2016 and has been ratified by the AACSB Board of Directors.

Our AACSB visiting peer review team commended the College on five different items, which is a fairly rare occurrence. We received commendations on the following: (i) level of engagement by all college stakeholders; (ii) the development of the student-run Rey-Rey Café providing a “perfect example of the experiential learning that the college promotes”; (iii) the Data Analytics and Visualization Environment (DAVE) lab for its cross-curricular potential driven by the needs of regional business; (iv) the Sojin Trading room which is recognized as a top finance trading lab in the nation for its function and design; and (v) the college’s mature assessment and assurance of learning process that adopts the innovative faculty-developed Assess My Program (AMP) software.

Areas of continuous improvement for the school to begin to address were: (i) development of journal quality lists for faculty research and their increased use in P&T reviews.

### **2.3 Notification of appropriate agencies**

An initial inquiry was submitted by Wright State University to the Ohio Department of Higher Education (ODHE) on July 27, 2016. An acknowledgement of the initial inquiry was received by Wright State on July 28, 2016, indicating that the program was added to the ODHE website as a preliminary request:

<https://www.ohiohighered.org/academic-program-approval/preliminary-requests>.

Furthermore, accreditation organizations such as AACSB and HLC will be notified by providing them with a copy of this proposal for the Entrepreneurship major. More detailed discussion with these organizations will occur as accreditation review dates approach (e.g., materials for AACSB will be developed in 2020 for official AACSB review in 2021).

Other community organizations/agencies (e.g., SBDC, AFRL, TEC, WSRI) will kept apprised of progress toward approval of the major to maintain their interest and involvement.

## **SECTION 3: LEADERSHIP—INSTITUTION**

### **3.1 Mission statement**

The stated mission of Wright State’s Raj Sojin College of Business is:

#### **Vision**

- To be a dynamic business leadership learning community, nurturing life-long education, creating positive impact on business and society.

#### **Mission**

The Raj Sojin College of Business provides leadership and innovation to:

- Develop students to be successful and ethical leaders capable of making valued contributions to organizations in the Miami Valley, the State of Ohio, and around the world
- Advance knowledge and business practices through research and other work
- Partner with individuals, businesses, government and other organizations to enhance professional, entrepreneurial, economic, and social progress
- Attract, develop, and retain committed, exceptional faculty

#### **Values**

We embrace and practice:

- Exceptional teaching and learning, a focus on providing students with a high quality educational experience

- Ethics and character excellence, a desire to cultivate awareness of the attributes that enable excellence through personal and collective efforts
- Applied relevance, a focus on the practical implication of our work for the members of our stakeholder community
- Collaborative spirit, a desire and willingness to initiate work across boundaries in the way we conduct ourselves
- Imaginative thinking, a passion for creative, novel, innovative work across all areas of responsibility—service, research, and teaching
- Global perspective, an acknowledgment that all organizational activities take place in the context of an interconnected, global society
- Appreciation of differences, the willingness to embrace, leverage, and develop distinct perspectives, needs, and points of view
- Service and community engagement, a focus on creating regional economic and social impact

The stated mission of Wright State University is:

We transform the lives of our students and the communities we serve.

We will:

- build a solid foundation for student success at all levels through high-quality, innovative programs;
- conduct scholarly research and creative endeavors that impact quality of life;
- engage in meaningful community service;
- drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.

### 3.2 Organizational structure

The administrative leadership of Wright State University can be found at:

<https://www.wright.edu/about/organizational-chart-and-structure>. The Organizational Charts for Wright State University are provided in Appendix A.

## SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

### 4.1 Organizational structure

The Entrepreneurship major, although multidisciplinary and representing courses from multiple departments, will be housed in the Department of Marketing. The department, an academic unit with its own chair, reports to the Dean of the Raj Sooin College of Business (RSCOB). The lead administrator of the major will be the Marketing department chair, Kendall Goodrich. The department's budget, workload assignments, annual evaluation, salary increments, and tenure and promotion review of faculty all occur through a recommendation/negotiation of the chair and faculty and the college dean. Tenure and promotion occurs through a process that involves evaluation by the departmental and RSCOB P&T Committees, the department chair, the RSCOB dean, the University promotion and tenure committee, provost, president, and Wright State University Board of Trustees.

Curricular decisions will also proceed through standard college and university approval processes.

The chair of the Department of Marketing, currently Dr. Kendall Goodrich, is responsible for coordinating faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and all other administrative responsibilities. The chair reports to the Dean of Raj Sooin College of Business (RSCOB). Dr. Kendall Goodrich's CV is included in Appendix E.

1. *Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.*

Entrepreneurship Program Faculty - Faculty responsible for teaching Entrepreneurship program courses will meet regularly, at least once per semester, to discuss issues and best practices in teaching courses as part of the Entrepreneurship program. An elected faculty member will chair this committee.

Marketing Department Faculty - The Marketing faculty meets regularly, generally once per month, to discuss issues related to programs, curriculum, personnel, etc. The Entrepreneurship program and its relationship to the department will be discussed in this venue. The chair of the Marketing department chairs these meetings.

RSCOB Undergraduate Programs Committee - This committee, which includes faculty from all departments within the college, reviews and approves curricular changes within the college. Departmental representatives are chosen and serve according to departmental policy. An elected faculty member chairs the committee.

RSCOB and Marketing Corporate Advisory Boards. These boards include area business people who provide guidance on RSCOB curriculum and program initiatives.

RSCOB Promotion and Tenure Committee - This committee, which includes faculty from all departments within the college, serves with the dean on promotion and tenure issues. Departmental representatives are chosen according to departmental policy and serve staggered two-year terms. The dean chairs the committee.

Wright State Undergraduate Curriculum Committee – The committee has oversight of all undergraduate curricular items related to courses and programs of study including bachelor degrees, associate degrees, majors, minors and certificate programs. The committee shall have the responsibility for approval of curricular changes, program modifications/recommendations, and mediation of undergraduate curricular disputes between academic units.

Undergraduate Curriculum Committee Membership: One (1) faculty representative from each degree-granting undergraduate college, including the Lake Campus. A faculty representative may designate an alternate faculty representative who has voting privileges when the regular member is absent. The University Provost or designee, the University Registrar or designee and one (1) undergraduate student representative (selected by Student Government) will serve as ex-officio, non-voting members.

Wright State University Faculty Senate - This body consists of elected faculty whose charter is to administer faculty governance in areas such as curricula, programs and policies. Term of appointment is typically two (2) years. Meetings are held monthly. This body provides final approval of new degrees and majors by vote.

Provost – appointed by the president. The university’s chief academic officer. Provost approval of curricular changes is required prior to consideration by the Board of Trustees.

Wright State University Board of Trustees - The Wright State University Board of Trustees consists of nine (9) voting members each serving nine (9) year terms, appointed by the governor of the State of Ohio with the advice and consent of the Senate. A new member is appointed each year to replace a retiring board member. Throughout their term, trustees are entrusted to make decisions and approve policies that support the vision and mission of the university. The members of this body provide final Wright State University approval of new degree programs. In addition to the voting members, there are two (2) student representatives, also appointed by the governor to two-year terms, who serve as a voice of the student body in university matters.

#### **4.2 Program development**

**1.** *Describe how the proposed program aligns with the institution's mission.*

The proposed Entrepreneurship major aligns with RSCOB’s mission by providing leadership and innovation to fill a gap in our portfolio of business majors. The College strives to prepare students to be successful and ethical leaders who can make valued contributions to organizations in the Miami Valley and beyond. The Entrepreneurship program specifically addresses a new focus -- preparing students to contribute to the economy by planning and launching new ventures. The program also advances entrepreneurial knowledge and business practices through increased curricular focus and outreach to local entrepreneurs and local organizations (e.g. SBDC, AFRL, etc.). For example, several Entrepreneurs are invited to speak with our classes each semester, and class projects commonly revolve around developing business plans for entrepreneurial companies or for new venture ideas. RSCOB’s annual Wright Venture competition allows aspiring student entrepreneurs to compete and present in a business plan contest, judged by a committee of local business leaders and entrepreneurs. Our SBDC office on campus provides local small companies with whom student teams can work on class projects and surveys. The AFRL provided access to innovations and entrepreneur with whom to work on business planning and commercialization. Courses and faculty from every RSCOB department are represented in the program curriculum, supporting retention and commitment. Just in the Marketing department, four faculty have taught our Entrepreneurship course in the past year. Each of these exceptional faculty members has prior entrepreneurial experience and continues to develop and contribute to the program.

**2.** *Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.*

Entrepreneurs are an engine of job growth for our economy. In a recent survey of U.S. entrepreneurs (EY, 2016), about 65% of entrepreneurs expected to increase their workforce in 2016, with overall average employment increasing by about 10%. Overall, entrepreneurs in the survey were about twice as likely as large enterprises to anticipate hiring in the next 12 months. According to the SBA (2015), small businesses created nearly 2 million of the roughly 3 million private-sector jobs generated in 2014. New and young companies are the primary source of job creation in the American economy (Kaufman, 2015), also contributing to economic dynamism by injecting competition into markets and spurring innovation. Ohio small businesses employed 2.1 million people, or 46.2% of the private workforce in 2013. Firms with fewer than 100 employees have the largest share of small business employment (SBA).

College is an integral part in the training of future entrepreneurs. According to the Wall Street Journal (11/3/14), aspiring entrepreneurs should view college as a unique chance to build a set of diverse skills, create a network of potential investors and partners, and soak up life experiences that will help them succeed. The college experience provides opportunities for entrepreneurs to learn and grow in their interpersonal skills, business network, and business knowledge (Entrepreneur, 1/14/16). Some entrepreneurship courses (including those at Wright State) include experiential learning and job shadowing situations that help prepare students for risk tolerance and how to learn from mistakes -- having to make the tough decisions first hand is hard to teach from a text book (FoxBusiness, 2/6/13). Skills learned, like creative problem solving and how to pitch an idea and how to take action on something, will serve students well in any job and are a critical skill for the future (Forbes, 9/30/15). As part of the new Entrepreneurship program, RSCOB Marketing incorporates a newly launched course to enhance creative problem solving skills (MKT 3700 – Creativity, Problem Solving and Communication). In some Entrepreneurship programs, according to US News & World Report (1/14/16), undergrads start working on new ventures and participate in business competitions while simultaneously earning their bachelor's degrees, readying them for life at a startup. US News suggests that prospective students interested in a new business should consider institutions that provide such support. Wright State provides valuable entrepreneurial tools and experience for students with activities like business competitions (Wright Venture), student management of the RSCOB café (“ReyRey Café”), working with innovations from the AFRL and SBDC, and developing business plans from their own venture ideas.

The popularity of entrepreneurship courses continues to grow at Wright State. For example, an internal evaluation of class enrollment for the MKT 4300 Entrepreneurship course showed a 56% growth rate over the past 2 years, reaching 53 students enrolled in 2015-2016, and a new Summer class was added in 2013 to accommodate increased demand.

- 3. Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.*

Wright State RSCOB consulted with all of the following groups in the development of the proposed program:

- 4.** RSCOB Corporate Advisory Board - advice on the program/curriculum from a variety of functional and industry perspectives. Their advice guided creation of the BUS 4000 “Applied Business Planning” course
- 5.** Marketing Department Corporate Advisory Board - advice on the program/curriculum from a marketing and entrepreneurial perspective. Their advice guided development of the MKT 3700 “Creativity and Problem-Solving” course
- 6.** Small Business Development Center (SBDC) at Wright State – advice on the program from a small business perspective. This organization also provides multiple companies for experiential student projects.
- 7. Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.*



The proposed Bachelor of Science in Business, Entrepreneurship Major was developed to align with AACSB accreditation standards. Major accreditation organizations (e.g., AACSB, HLC) will be notified of the details of this major upon completion.

#### **4.3 Collaboration with other Ohio institutions**

**8.** *Indicate whether any USO institutions within a thirty-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.*

No USO institutions within thirty miles offer an Entrepreneurship major. Thus, there is an opportunity to provide Dayton-area students with a new major not currently offered by a local Ohio Public University & College. Although Central State and Sinclair offer entrepreneurship “concentrations”, neither school provides a major, which provides the most rigorous preparation of new potential entrepreneurs for the region.

**1.** *Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.*

The proposed program was not developed in collaboration with another Ohio institution.

## SECTION 5: STUDENT SERVICES

### 5.1 Admissions policies and procedures

Wright State University's Student Handbook can be found at: <https://www.wright.edu/student-support-services/student-handbook>

- *Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.*

The proposed Wright State Entrepreneurship program will follow the admission requirements of the Raj Sooin College of Business, which can be found at: <https://business.wright.edu/advising/admission>. Admission requirements for initial acceptance into Wright State University can be found at: <https://www.wright.edu/admissions/undergraduate/apply/high-school-students>.

The Major will be open for admission to any Wright State student with a 2.5 cumulative GPA with an interest in learning entrepreneurial skills, or to any high school student directly admitted to the Raj Sooin College of Business with a high school GPA of at least 3.25 and an ACT score of at least 22 or an SAT score of at least 1030.

Once students are admitted to the college of business, typically early in the sophomore year, they are advised by a professional member of the RSCOB Academic Advising team. Each student is assigned an advisor who they remain with through graduation. Each advisor focuses on a particular functional area, such as marketing. After the Entrepreneurship program is launched, it will also be a program of focus.

The advisors work with department chairs to confirm curriculum recommendations and evaluate transfer credit from schools not covered by existing articulation agreements. The college has articulation agreements with all the local community colleges. There is also a statewide Transfer Assurance Guide (TAG) program through which the learning goals and academic content of a course are agreed upon by public universities and colleges in the state, and can therefore be transferred between any two institutions that have approved the TAG course.

- *Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred*
  - *according to the Ohio Department of Higher Education's (ODHE) Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT<sup>2</sup>) initiatives; and*
  - *other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).*

The proposed Entrepreneurship program is designed to accommodate transfer students. General advising concerning transfer credit is available from the Transfer and Nontraditional Student Center (TNSC)- <http://www.wright.edu/transfer>. The staff in the TNSC work closely with advisors in the Raj Sooin College of Business (RSCB) to assess transfer credit into the Entrepreneurship program. Wright State

University (WSU) has a Prior Learning Assessment policy to provide students the opportunity to receive credit hours of a WSU course based on PLA through credit by exam, both external and internal, and portfolio review. For a list of the external exams accepted see [www.wright.edu/transfer/academics/articulation-transfer-agreements](http://www.wright.edu/transfer/academics/articulation-transfer-agreements). WSU also accepts all credit recommended by the American Council on Education for military training and experience. The PLA coordinator works closely with the Business Advisors to assess and transcribe PLA credit.

WSU has the following Transfer Assurance Guide (TAG) courses approved by ODHE:

- Law 3000 – Legal Environment of Business - OBU 004 – Legal Environment of Business
- English 3000 – Business Writing - OBU 005 – Business Communications
- Marketing 2500 – Principles of Marketing - OBU 006 – Principles of Marketing
- Management Science 2040 – Introduction to Business Statistics and Management Science 2050 – Quantitative Business Modeling - OBU 009 – Business Statistics
- Accounting 2010 – Accounting Principles I OBU010 – Introduction to Financial Accounting
- Accounting 2020 – Accounting Principles II OBU011 – Introduction to Managerial Accounting

WSU accepts TAG courses in the above categories from other Ohio public colleges and universities.

Students who have successfully completed the Ohio Transfer Module (OTM) at an Ohio college or university will be considered to have fulfilled the General Education program at Wright State University called Core. If a student meets the OTM, they are considered to have met the Multicultural Competency and Integrated Writing requirements in Core.

WSU has articulation agreements in Business with seven Ohio two-year Colleges. Those agreements are listed at [www.wright.edu/transfer/academics/articulation-transfer-agreements](http://www.wright.edu/transfer/academics/articulation-transfer-agreements). WSU course equivalencies for Business courses are also listed in the Transferology website available to students.

There is no Career Technical Assurance Guide (CTAG) for courses offered at WSU.

The Raj Soin College of Business advising staff and faculty are available to meet with students to discuss their career goals and to ensure that the courses they are taking will transfer.

## **5.2 Student administrative services**

*1) Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

The administrative resources of Wright State University and the Raj Soin College of Business are adequate to support the proposed Entrepreneurship major. The University has an extensive administrative services infrastructure to handle general admissions, financial aid, and registrar functions. Advice and assistance for students regarding the Entrepreneurship major will be provided by the RSCOB Advising department, which also processes student declarations of business majors such as Entrepreneurship. The Marketing chair will assist by educating the RSCOB Advising department on the details of the Entrepreneurship major.

### 5.3 Student academic services

- 2) *Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

The student academic services resources of Wright State University and the Raj Soin College of Business are adequate to support the proposed program. Besides extensive University resources in counseling, tutoring, ADA and career services, RSCOB has a dedicated director of career management to assist students in achieving their specific business career goals. RSCOB also has a team of five dedicated academic advisors, one of whom will have primary responsibility for advising students about the Entrepreneurship major.

## SECTION 6: CURRICULUM

### 6.1 Introduction

- 3) *Provide a brief description of the proposed program as it would appear in the institution's catalog.*

The Wright State RSCOB Entrepreneurship major is specifically designed to provide students with the skills and experiences necessary to start their own successful venture. This major includes courses from all RSCOB departments. The major's required courses focus on starting, financing, commercializing and managing a new business.

### 6.2 Program goals and objectives

- 4) *Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.*

The Entrepreneurship major has been designed with the goal of preparing students for a successful entrepreneurial career. In particular, the major provides students with the opportunity to:

- 5) Acquire the skills and experiences necessary to start their own successful venture
- 6) Learn how to evaluate, plan and finance new business opportunities
- 7) Learn how to evaluate a real business opportunity using skills in market analysis, problem-solving, ROI, team-building and business planning.
- 8) Understand how to effectively research and write a comprehensive business plan
- 9) Gain contemporary entrepreneurial experience through solving real business challenges and working with local executives

### 6.3 Course offerings/descriptions

- 10) *Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.*

Students must complete a minimum of 120 total hours to earn a degree at Wright State. The general core courses required by Wright State University (39 total hours) are found at <https://business.wright.edu/advising/course-requirements> and core courses required by the Raj Soin College of Business (42 hours) are found at <https://business.wright.edu/advising/course-requirements#tab=business-core-requirements>. With the course requirements of the Entrepreneurship

major of 27 hours, there are 12 hours of free Wright State electives available for the student. The following table lists the courses required for the Entrepreneurship major (18 required major course hours and 9 elective major course hours):

Course (name/number)	No. of credit hours (q/s)	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT <sup>2</sup> equivalent course	New/Existing Course
<b>Required Entrepreneurship Courses (18 hours)</b>						
MKT 4300: Entrepreneurship	3	Major				Existing
MGT 4750: Small Business Management	3	Major				Existing
BUS 4000: Applied Business Planning for Commercialization	3	Major				Existing
MKT 3700: Creativity and Problem Solving	3	Major				Existing
MGT 3210: HR Management	3	Major				Existing
FIN 3280: Entrepreneurial Finance	3	Major				New
<b>Entrepreneurship Electives (choose 3, for 9 hours)</b>						
MGT 4720: High Performance Teams	3	Major		X		Existing
MGT 4200: Positive Org. Development	3	Major		X		Existing
MGT 4850: International Management	3	Major		X		Existing
MKT 3200: Personal Selling and Sales Mgt.	3	Major		X		Existing
MKT 3100: Consumer Behavior	3	Major		X		Existing
MKT 4100: Digital Marketing	3	Major		X		Existing
MKT 4650: Marketing Analytics	3	Major		X		Existing
ACC 3230: Management Accounting	3	Major		X		Existing
EC 4010: Managerial Economics	3	Major		X		Existing

EC 4360: Industrial Organization	3	Major		X		Existing
MIS 4300: Business Analytics	3	Major		X		Existing

11) Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course.

Course descriptions for each of the six required courses for the Entrepreneurship major are provided below (course syllabi for all required courses for the Entrepreneurship major are provided in Appendix D):

**MKT 4300: Entrepreneurship (3)**

How to start a business. Concepts, strategies and tactics of product innovation/development and planning to initiate or purchase a company. Students may develop a written business plan for a new venture.

**MGT 4750: Small Business Management (3)**

Provides students with the opportunity to apply business concepts to a real world situation. Student teams will develop an analysis of a small business and will gain hands-on experience while drawing on previous course work.

**BUS 4000: Applied Business Planning for Commercialization (3)**

Business 4000 designed to provide students with contemporary entrepreneurial experience by solving real business challenges & working with local executives. Student objectives are to: 1) face an unstructured business situation & develop recommendations to address the opportunity for commercialization; 2) put fundamental business planning skills into practice. Use analysis & planning tools (e.g., SWOT, marketing and competitive analysis, forecasts, ROI) to develop recommendations.

**MKT 3700: Creativity and Problem Solving (3)**

Methods for enhancing creativity, team building and communication to better solve problems, all of which are essential tools for effective marketing.

**MGT 3210: HR Management (3)**

Analysis of the human resources system; interrelationship of policy areas such as staffing, development, and utilization.

**FIN 3280: Entrepreneurial Finance**

In this course we will study the financing of small and medium sized businesses from the perspective of both the entrepreneur and investors. Students will learn how the financing decisions of small and medium sized private companies differ from those of public firms. They will also see how the valuation methods used in Financial Management I are applied in practice.

**6.4 Program sequence**

*Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.*

Time period	Curriculum component	Time period	Curriculum component
<i>e.g., Year 1 Fall Semester</i>	Courses/Activities	<i>e.g., Year 1 Spring Semester</i>	Courses/Activities
	Wright State Core (15 hours)		Wright State Core (15 hours)
Time period	Curriculum component	Time period	Curriculum component
<i>e.g., Year 2 Fall Semester</i>	Courses/Activities	<i>e.g., Year 2 Spring Semester</i>	Courses/Activities
	Wright State Core (9 hours)		RSCOB Core (15 hours)
	RSCOB* Core (6 hours)		
Time period	Curriculum component	Time period	Curriculum component
<i>e.g., Year 3 Fall Semester</i>	Courses/Activities	<i>e.g., Year 3 Spring Semester</i>	Courses/Activities
			RSCOB Core (6 hours)
	RSCOB Core (15 hours)		MKT 3700: Creativity and Problem Solving
			MGT 3210: HR Management
			FIN 3280: Entrepreneurial Finance
Time period	Curriculum component	Time period	Curriculum component
<i>e.g., Year 4 Fall Semester</i>	Courses/Activities	<i>e.g., Year 4 Spring Semester</i>	Courses/Activities
	MKT 4300: Entrepreneurship		Entrepreneurship Elective (3 hours)
	MGT 4750: Small Business Management		Wright State free electives (12 hours)
	BUS 4000: Applied Business Planning for Commercialization		
	Entrepreneurship Electives (6 hours)		

\*RSCOB means "Raj Soin College of Business"

**6.5 Alternative delivery options (please check all that apply):**

- More than 50% of the program will be offered using a fully online delivery model
- More than 50% of the program will be offered using a hybrid/blended delivery model
- More than 50% of the program will be offered using a flexible or accelerated delivery model

*For the purposes of this document, the following definitions are used:*

1. an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
2. a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
3. a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic term as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

#### **6.5 Off-site program components (please check all that apply):**

- Co-op/Internship/Externship
- Field Placement
- Student Teaching
- Clinical Practicum
- Other working with outside business startups

See sections 1.1, 2.3 and 4.2 for more information on external collaborations and support.

## SECTION 7: ASSESSMENT AND EVALUATION

### **7.1 Program assessment**

1) Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:

- a. Name of the unit/position responsible for directing assessment efforts;
  - b. Description of any committees or groups that assist the unit;
  - c. Description of the measurements used;
  - d. Frequency of data collection;
  - e. Frequency of data sharing; and
  - f. How the results are used to inform the institution and the program.
- g. The office of the dean of the Raj Soin College of Business (RSCOB) is responsible for directing the assessment efforts of the College.
  - h. According to the AACSB Continuous Improvement Review of RSCOB in 2016, the assurance of learning process at RSCOB "is one of the most sophisticated that the team members have ever seen and the level of faculty buy-in for assessment is very high. The process is used as intended by the standards to guide curricular innovation and not as a "check the box" process. The team met with faculty members and advisory board members involved in the curricular process and the level of involvement was beyond the norm experienced by the team on prior site visits. The



faculty provided examples of how AOL (assurance of learning) feedback had driven curricular change and the advisory board members provided examples of how their suggestions had been worked into the curriculum or within co-curricular activities in the college. Almost every faculty member the team met discussed their pride in teaching excellence and the college's strong support of teaching effectiveness. Even one junior faculty member who professed being more dedicated to research than teaching described how she was using AOL feedback to change her course and working with her colleagues to develop a new course in the major. Curricular review is a tedious process but it is well defined. All faculty members the team met felt invested in curricular review."

- The RSCOB Undergraduate Programs Committee (UPC) assists in monitoring and evaluating the effectiveness of RSCOB's assurance of learning efforts.
- Measurement is administered through assurance of learning assessment exams of students each semester. These results are then loaded into the "Assess My Program" (AMP) system unique to RSCOB. Instructors are expected to evaluate the results of these exams and recommend course improvements for areas that need attention, within the platform. Assessment of the course will be supplemented by feedback from the Student Evaluation of Instruction surveys at the end of each course, administered by Wright State's Center of Teaching and Learning.
- The results from all assessed courses are shared "real time" among all faculty and staff that log into the system.
- As mentioned, these results inform the improvements made to the course, which are summarized by the instructor within the system.

## 7.2 Measuring student success

- *Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:*
  - *Name of the unit/position responsible for directing these efforts;*
  - *Description of any committees or groups that assist the unit;*
  - *Description of the measurements used;*
  - *Frequency of data collection;*
  - *Frequency of data sharing;*
  - *How the results are used to inform the student as they progress through the program; and*
  - *Initiatives used to track student success after program completion.*
- The Associate Dean of RSCOB is responsible for managing the college's assessment and assurance of learning process with the Assess My Program (AMP) software system. The faculty-developed assessment tests are conducted for targeted courses at least once per year, and content resulting from the assessments (scores and recommendations for potential improvements) are input by appropriate faculty. The AMP system was commended by AACSB in 2016 and will be utilized for the Entrepreneurship major.
- The RSCOB Director of Academic Advising participates in RSCOB Undergraduate Program Committee (UPC) meetings, during which curriculum development and measurement processes (e.g., through assurance of learning) are discussed.
- The advising staff helps students with their programs of study, class scheduling, and graduation checks, with the assistance of the DARS degree audit system. DARS helps students and advisors

analyze the degree requirements for a student's major based on the catalog year in which the student enrolled at Wright State University. DARS is a useful tool for students to navigate through their degree progress. The system is automatically updated upon student course completion or a program change, and the data is shared by relevant authorized individuals (e.g., RSCOB advising team, academic department chairs, etc.) as needed.

- The results from the DARS system are used to evaluate each student's progress and to advise and inform students as they advance through the program.
- The RSCOB Director of Career Management meets with students to help guide their career development and also coordinates career workshops, employer site visits, a career development class (BUS 1000), career fairs, and a professional development day which assists students with business cards, headshots, employer networking, career development workshops, etc. The director is also working with a university committee to arrange more detailed tracking of student success after graduation.

At the university level, our Academic Success Centers <https://www.wright.edu/university-college/academic-help> consists of several services to enhance new students' opportunities for continued and sustained academic success and ease students' transition from high school to college, in the areas of math, writing, supplemental instruction, tutoring, etc.

## SECTION 8: FACULTY

### 8.1 Faculty appointment policies

- *Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.*

Standard University faculty designations as described in the Wright State University Collective Bargaining Agreements (CBA) for both tenure-eligible and tenured faculty <http://www.wright.edu/administration/aaup/2014-2017-TET-CBA.pdf>, as well as non-tenure eligible faculty <http://www.wright.edu/administration/aaup/2014-2017-NTE-CBA.pdf>.

- *Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).*

AACSB maintains specific classifications of faculty qualifications and minimum ratio requirements (i.e., academically qualified Ph.D. faculty compared to adjuncts) for programs like RSCOB's BS in Business, in order to achieve AACSB accreditation. Faculty involved with teaching the Entrepreneurship major will satisfy AACSB faculty classification requirements. RSCOB also follows Higher Learning Commission and Ohio Board of Regents guidelines for faculty qualifications, which will be adhered to for the Entrepreneurship major.

- *Describe the institution's load/overload policy for faculty teaching in the proposed program.*

Standard load/overload policies as in the CBA and individual college/campus bylaws.

- *Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.*

No additional faculty will be needed to begin the proposed program.

## 8.2 Program faculty

1. *Provide the number of existing faculty members available to teach in the proposed program.*

Full-time: 8

Less than full-time: 1

2. *Provide an estimate of the number of faculty members to be added during the first two years of program operation.*

Full-time: 0

Less than full-time: 1

## 8.3 Expectations for professional development/scholarship

3. *Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities.*

The University expectations for faculty professional development and scholarly activities are detailed in the Faculty Handbook <https://www.wright.edu/human-resources/policies-and-resources/faculty-handbook>. Faculty for the Entrepreneurship major will be guided by this handbook and by guidelines for faculty qualifications specified by accreditation organizations such as AACSB (e.g., see AACSB guidelines [http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/businessstds\\_2013\\_update-3oct\\_final.ashx](http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/businessstds_2013_update-3oct_final.ashx)).

## 8.4 Faculty matrix

4. *Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below).*

5. The faculty matrix is shown below. A copy of each faculty member's CV is included in Appendix E.

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year  Include the Discipline/Field as	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/Field	Title of the Course(s) This Individual Will	Number of Courses this Individual will
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			Listed on the Diploma		(e.g., licenses, certifications, if applicable)	Teach in the Proposed Program  Include the course prefix and number	Teach Per Year at <u>All</u> Campus Locations
Brandon Morris	Assistant Professor	FT	<i>Ph.D., University of Mississippi, 2014. Finance</i>	2		FIN 3280	5
Yongjun Choi	Assistant Professor	FT	<i>Ph.D., University of Minnesota, 2014, Human Resources and Industrial Relations</i>	2		MGT 3210	5
Kimberly Lukaszewski	Associate Professor	FT	<i>Ph.D., University at Albany, State University of New York, Albany, 2002 Organizational Studies</i>	15		MGT 3210	5
Scott Williams	Professor	FT	<i>Ph D, Texas A&amp;M University, 1999. Management</i>	15		MGT 4750	5
John Dinsmore	Assistant Professor	FT	<i>Ph.D., University of Cincinnati, 2013. Marketing</i>	2		MKT 3700, MKT 4300, BUS 4000	5
Kendall Goodrich	Professor	FT	<i>Ph.D., Florida Atlantic University, 2007. Marketing</i>	10		MKT 4300, BUS 4000	2
Charles Gulas	Professor	FT	<i>Ph.D., University of Massachusetts, 1994. Marketing</i>	23		MKT 4300	5
Bert Kollaard	Adjunct	PT	<i>M.S., Wright State University, 1984. Economics</i>	10		BUS 4000, MGT 4750	4
Kunal Swani	Assistant Professor	FT	<i>Ph.D., University of Massachusetts, 2014. Marketing</i>	2		MKT 4300, BUS 4000	5

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**SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY**

**9.1 Library resources**

- *Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).*

The Business Librarian serves as the primary liaison to the Raj Soin College of Business, working closely with faculty, staff, and students in the college to determine the need for library resources to support college initiatives.

- *Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).*

**General Information:**

The Wright State University Libraries’ collections are among the largest in the Dayton metropolitan area. In addition, the University Libraries are a member of OhioLINK. Through this membership the Libraries have access to an important array of electronic resources, as well as to over 46 million books and other library materials housed in academic libraries and research institutions throughout the state.

**Collections:**

Students in the proposed entrepreneurship program will be served by several important digital collections. The OhioLINK Electronic Journal Center includes over 5000 online titles, including content from Elsevier, Sage, Oxford, Springer, and Wiley; most of this content is also available directly from the publisher’s website. The University Libraries provide access to additional electronic journals including publications from the American Management Association, Taylor and Francis, and INFORMS. Electronic books are available from publishers such as Springer, Wiley, and Oxford as well as from the aggregators ebrary, Ebsco Ebooks, and Safari. The Libraries integrate references from citation databases, such as Business Source Complete, and EconLit, through the Ebsco LinkSource link resolver. Other databases from Mergent, Euromonitor and Standard and Poor’s will provide additional support to students and faculty in the new program.

Faculty and students may request new books and subscriptions. Requests are accepted via an online form, email, and through contact with the Business Librarian. Requests for books and reserve materials are routinely honored; requests for new subscriptions are considered as funds become available. Interlibrary loan services are provided to faculty and students when materials needed for research are not available in the Libraries’ collections or through OhioLINK.

Access:

Through the University Libraries' website, faculty and students have online access to the Wright State online catalog, Wright State and OhioLINK resources, and the internet. In addition, the Libraries' website offers links to other online catalogs, research guides with links to research databases and useful websites, extensive links to government resources, and online access to a number of library services such as interlibrary loan and course reserves. The website is accessible from the Libraries' public workstations, campus computer labs, residence halls, and off-campus locations.

1. *Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.*

Within the constraints of its materials budget, the University Libraries will attempt to acquire new materials needed to support the entrepreneurship program.

## **9.2 Information literacy**

- *Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.*

The Business Librarian can provide library instruction as needed for the entrepreneurship program. The Business Librarian maintains research guides for business (<http://guides.libraries.wright.edu/business>) that direct students to appropriate resources. Course specific guides can be developed for individual classes in the entrepreneurship program as well. For examples of course specific guides, see <http://guides.libraries.wright.edu/c.php?g=421643&p=2880921> .

The Libraries also offer the Research Toolkit Workshop series, 8 workshops designed to improve student research skills. These are offered multiple times throughout the semester. More information on the workshops is available at <http://guides.libraries.wright.edu/researchtoolkit>.

**SECTION 10: BUDGET, RESOURCES, AND FACILITIES**

**10.1 Resources and facilities**

*Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.*

No additional classrooms, laboratories or technology will be required to deliver the Entrepreneurship program.

**10.2 Budget/financial planning**

*Complete the table on the following page to describe the financial plan/budget for the first four years of program operation.*

**Fiscal Impact Statement for New Entrepreneurship Major Program**

	Year 1	Year 2	Year 3	Year 4
<b>Projected Enrollment</b>				
Head-count full time	15	20	25	25
Head-count part time				
Full Time Equivalent (FTE) enrollment	15	20	25	25
<b>Projected Program Income</b>				
Tuition (paid by student or sponsor)	\$130,950	\$174,600	\$218,250	\$218,250
Externally funded stipends, as applicable				
Expected state subsidy				
Other income (if applicable, describe in narrative section below)				
<b>TOTAL PROJECTED PROGRAM INCOME:</b>	\$130,950	\$174,600	\$218,250	\$218,250
<b>Program Expenses</b>				
New Personnel				
1. Faculty (e.g. tenure-track, clinical, professional)				
Full ____				
Part Time __1__				
2. Non-instruction (indicate role(s) in narrative section below)				
Full ____				
Part time __1__				
	\$31,189	\$31,812	\$32,449	\$33,097
New facilities/building/space renovation (if applicable, describe in narrative section below)	0	0	0	0
Tuition Scholarship Support	0	0	0	0

(if applicable, describe in narrative section below)				
Stipend Support (if applicable, describe in narrative section below)	0	0	0	0
Additional library resources (if applicable, describe in narrative section below)	0	0	0	0
Additional technology or equipment needs (if applicable, describe in narrative section below)	0	0	0	0
Other expenses (if applicable, describe in narrative section below)	\$13,095	\$17,460	\$21,825	\$21,825
<b>TOTAL PROJECTED EXPENSE:</b>	<b>\$44,284</b>	<b>\$49,272</b>	<b>\$54,274</b>	<b>\$54,922</b>
<b>NET</b>	<b>\$86,666</b>	<b>\$125,328</b>	<b>\$163,976</b>	<b>\$163,328</b>

**Budget Narrative:** *(Use narrative to provide additional information as needed based on responses above.)*

**Tuition = annual @ \$8,730**

**Non-instruction part-time = Academic Director – one course release increased by 2% per year**

**Assuming all classes are taught on-load**

**Other expenses = 10% of tuition – added by the RSCOB as contingency**