

Cover/Signature Page – Full Template

Institution Submitting Request: Utah Valley University
Proposed Title: Bachelor of Science in Entrepreneurship
School or Division or Location: Woodbury School of Business
Department(s) or Area(s) Location: Business Management
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 52.0701
Proposed Beginning Date (for new programs): Fall 2015
Institutional Board of Trustees' Approval Date: Pending

Proposal Type (check all that apply):

Regents' Agenda Items		
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	(AAS) Associate of Applied Science Degree
4.1.2	<input type="checkbox"/>	(AA) Associate of Arts Degree
	<input type="checkbox"/>	(AS) Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input checked="" type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	(CER C) Certificate of Completion
5.2.4	<input type="checkbox"/>	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: 09/29/2014

Printed Name: Jeffery Olson, Senior Academic Vice President

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Executive Summary – Full Template
Utah Valley University
Bachelor of Science in Entrepreneurship
02/10/2014

Program Description

This proposal would replace the current Entrepreneurship emphasis in the Woodbury School's General Business degree with a Bachelor of Science in Entrepreneurship. This program builds on the Woodbury School's current curricula, adding rigor by reducing the variance with which the new list of required specialty core classes are taken, providing better student outcomes by preparing all students in the major to complete projects in which they launch a new business and assist community-based small businesses solve problems.

Role and Mission Fit

This major will, because of its service-learning designation and because of the project-intensive pedagogy embraced in its design, continue to allow UVU to provide opportunity through new business start-up and within-firm new business development; to promote student success by strengthening curriculum requirements; to meet regional educational needs; and to foster economic development. This will be done while fostering engaged learning through repeated exercise of entrepreneurial principles both in new startups and in community-based small businesses.

Faculty

The current Endowed Professor and the incoming (but experienced) Assistant Professor of Entrepreneurship are supported by a slate of experienced, highly rated part-time faculty and staff. The current team is expected to cover both Fall /Spring required classes and electives for the next five years. Instructors on staff and full-time faculty are encouraged to make frequent use of the Faculty Center for Teaching Excellence (such as SCOT students and FCTE workshops), as well as the Innovation Center's resources in Canvas and instructional design. The department will fund travel and other costs of attending professional conferences, and the WSB is discussing bringing a significant Entrepreneurship conference to Orem.

Market Demand

Entrepreneurship education focuses students on identifying, evaluating, and executing business opportunities. This focus can take the form of business development in either a new business venture or within an existing business.

With this in mind, a survey of 53 employers from the Utah Valley Chamber of Commerce showed strong support for hiring students with the mindset and skillset developed in the proposed entrepreneurship program. Businesses with five to 20 employees rated the probability of hiring a student with an entrepreneurial education at 9.7 out of ten, while employers with 20 to 100 employees rated the probability at 7.6 out of ten. Larger businesses (over 100 employees) rated it at nine out of ten, while business with less than five rated the likelihood at six. These last two groups had small sample sizes. On the whole, 90% reported a positive likelihood (six or higher on a ten point scale) of hiring a student with entrepreneurial training over one without that training with 28% stating they would be highly likely (nine or higher on a ten point scale) to hire such a graduate.

Student Demand

There is great student interest in entrepreneurship in the Woodbury School of Business. A study of 390 current undergraduate students of all majors in the WSB found that 43.6% were interested (six or higher on a ten point scale) in an entrepreneurship major, with 21.3% absolutely interested (scoring a ten on a ten point scale).

This finding is supported by their intention to start a business, where 32.2% strongly believe they will start a business within five years (ten on a ten-point scale) and 84.6% have a positive inclination to do so. When asked the probability that they would actually start a business, 30.6% were absolutely certain and 68.3% believed there was a better than 60% chance of them doing so.

The findings of current students (above) were supported by a survey of over 110 WSB alumni from all majors. Asked if they could go back and complete an entrepreneurship major, 35.7% indicated an interest (six to ten on a ten-point scale) and 15.7% reported they would be very interested (ten on a ten-point scale).

With regard to starting a business, 23% reported that they were absolutely planning on starting a business and 49% reported a positive plan to start. The same held for their probability of starting one, with 23% reporting it was very likely, and 48% reported a better than 60% probability.

Statement of Financial Support

- Appropriated Fund.....
- Special Legislative Appropriation.....
- Grants and Contracts.....
- Special Fees
- Differential Tuition (must be approved by the Regents).....
- Other (please describe).....

Similar Programs Already Offered in the USHE

Both the University of Utah and Utah State University have bachelor's programs in Entrepreneurship. All other programs in USHE schools are minors or certificates. The U of U's bachelor's program is open to business students and requires 15 credit-hours (four required classes and one elective). USU's bachelor's program is also open only to business students and mandates 22 credit hours of classes (six required classes and two electives). Minor programs at the U of U, Utah State, and Weber State typically require five courses, with Utah State requiring six courses. While minor programs at the U of U and Weber State are open to both business and non-business students, Utah State's minor is only open to business students. Weber State and SUU both offer certificates, which vary widely in their requirements. SUU's certificate requires five courses, while Weber State's certificate requires one course and offers three electives.

**Program Description – Full Template
Utah Valley University
Bachelor of Science in Entrepreneurship
02/10/2014**

Section I: The Request

The Department of Marketing in the Woodbury School of Business at Utah Valley University requests approval to offer a Bachelor of Science in Entrepreneurship and to delete the current Entrepreneurship emphasis from the Bachelor of Science in Business Management degree effective Fall 2015.

Section II: Program Description

Complete Program Description

This proposal would replace the current Entrepreneurship emphasis in the Woodbury School's General Business degree with a Bachelor of Science in Entrepreneurship. This program builds on the Woodbury School's current curricula, adding rigor by reducing the variance with which the new list of required specialty core classes are taken, providing better student outcomes by preparing all students in the major to complete projects in which they launch a new business and assist community-based small businesses solve problems.

Purpose of Degree

This major will, because of its service-learning designation and because of the project-intensive pedagogy embraced in its design, continue to allow UVU to provide opportunity, through new business start-up and within-firm new business development; to promote student success by strengthening curriculum requirements; to meet regional educational needs; and to foster economic development. This will be done while fostering engaged learning by repeated exercise of entrepreneurial principles both in new startups and in community-based small businesses.

Institutional Readiness

Admissions, registration, financial aid, billing, and all other support services are expected to see no new demands as this is the conversion and strengthening of an existing emphasis. Institutional support is adequate to meet the demands of the existing and proposed program. At present, all classes are offered face-to-face on the Orem campus; no online sections are offered, and no off-site sections are offered or planned.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	7		7
Full-time Non-Tenured	6		6

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master's Degrees			
Full-time Tenured	1		1
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	11		11
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	3		3
Other			
Full-time Tenured			0
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	9		9
Total Headcount Faculty in the Department			
Full-time Tenured	8	0	8
Full-time Non-Tenured	8	0	8
Part-time Tenured	0		0
Part-time Non-Tenured	25	0	25
Total Department Faculty FTE <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	26.2		

Staff

No new staff are needed to support this degree program.

Library and Information Resources

Because the major has no new classes but reduces variance in the student-taken courses of study there are no new library requirements.

Admission Requirements

No new or additional admission requirements are planned.

Student Advisement

Students will continue to be advised through the Woodbury School of Business Advisement Office as they have been with the Entrepreneurship emphasis.

Justification for Graduation Standards and Number of Credits

Students need to earn a C- or higher in all WSB classes (except they need to earn a B- or higher in MKTG 2200) and have an overall GPA of 2.5 or higher. One hundred twenty credits comprise this degree program. These standards are per the catalog and are required by AACSB accreditation.

External Review and Accreditation

No external agents of any kind were used in the design of this program. No separate accreditation is contemplated. The current regimes of AACSB (for the Woodbury School of Business) and Northwest (for the University) are to be continued.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	20	20	25	25	25
Total # of Declared Majors in Proposed Program	0	35	55	65	70	70
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (<i>as reported in Faculty table above</i>)	26.20	26.20	26.20	26.20	26.20	26.20
Total Department Student FTE (<i>Based on Fall Third Week</i>)	348	348	353	356	356	356
Student FTE per Faculty FTE (<i>ratio of Total Department Faculty FTE and Total Department Student FTE above</i>)	13.28	13.28	13.47	13.57	13.57	13.57
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

This bachelor's program is a strengthening of, and a replacement for, an existing emphasis rather than an expansion or extension.

Section III: Need

Program Need

More entrepreneurial mindset and more rigorous skillsets are called for as competition in local and regional product markets challenge our graduates' startups.

Labor Market Demand

Entrepreneurship education focuses students on identifying, evaluating, and executing business

opportunities. This focus can take the form of business development in either a new business venture or within an existing business.

With this in mind, a survey of 53 employers from the Utah Valley Chamber of Commerce showed strong support for hiring students with the mindset and skillset developed in the proposed entrepreneurship program. Businesses with five to 20 employees rated the probability of hiring a student with an entrepreneurial education at 9.7 out of ten while employers with 20 to 100 employees rated the probability at 7.6 out of ten. Larger businesses (over 100 employees) rated it nine, while business with less than five rated the likelihood at six. These last two groups had small sample sizes. On the whole, 90% reported a likelihood (six or higher on a ten-point scale) of hiring a student with entrepreneurial training over one without that training, with 28% stating it would be highly likely (nine or higher on a ten-point scale) to hire such a student.

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Collaboration with and Impact on Other USHE Institutions

No program collaboration has been done with other USHE schools, and none is anticipated, since this proposal simply converts an existing emphasis to a major. As a normal operating procedure, we coordinate with other USHE schools non-curricular entrepreneurship events such as the Utah Student 25—a student-oriented, entrepreneurial, state-wide competition.

Benefits

The strengthening of the entrepreneurship course of study planned in this move from an emphasis to a bachelor's degree will contribute to the ongoing effort of UVU to become a comprehensive undergraduate institution in central Utah. The continued expansion of population in Utah County and the high level of interest in starting up or developing a new business idea are met in part by having a BS in Entrepreneurship available to meet those challenges. The entrepreneurship degree is very useful for students seeking to participate in the proliferation of new startups on the "Silicon Slopes." Also, entrepreneurs, at least here in Utah Valley, are among the alumni groups who are most willing to contribute time, talent, and financial support to their institutions; they love to give back and help foster new student startups.

Consistency with Institutional Mission

This major will allow UVU to promote student success by strengthening curriculum requirements. Additionally, it helps UVU meet regional educational needs by fostering economic development. This program does much of this through engaged learning – specifically by repeated exercise of entrepreneurial principles both in new startups and in community-based small businesses.

Section IV: Program and Student Assessment

Program Assessment

The Woodbury School of Business, which will be responsible for the administration of the Bachelor of Science in Entrepreneurship degree, has completed a successful accreditation process through AACSB International. One of the hallmark characteristics of AACSB accreditation is the requirement that participating institutions focus on the measurement of learning outcomes of students who pass through their programs. This includes an expectation that degree program objectives will be articulated and efforts made to continually improve the processes critical to defining and meeting those objectives for all of the stakeholders including students, faculty, and institutional perspectives.

Program Goals:

1. Faculty recruitment and development will be sustained in accordance with guidelines established through existing AACSB accreditation requirements.
2. Curriculum will be evaluated and updated to maintain a quality level consistent with the standards currently available in the discipline.
3. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post-graduation success.
4. Employers and program graduates who start their own businesses will be surveyed to determine program quality.

Goal Measurement:

1. Periodic assessments of faculty teaching and scholarship activities will be monitored and recommendations for improvement provided.

2. Students will be evaluated through varied assessment measures including discipline specific exams, written reviews, and personal interviews.
3. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
4. Enrollment and graduation trends will be monitored.
5. Post-graduation employment and rates of new business startups will be monitored.

Student Assessment:

Educational Objectives:

1. Students should have basic discipline knowledge and be able to apply that knowledge and integrate those skills in critical problem solving situations.
2. Students should be able to adapt to changing economic and social environments.
3. Students should have strong oral and written communication capability.
4. Students should develop expertise in research and scholarly activities.
5. Students should be prepared for employment or graduate education.

In addition to the overall student assessment outlined above, the Entrepreneurship Faculty and Management Department will track some basic general learning competencies that focus on an evaluation of program and student outcomes in connection with core course competencies for all Woodbury School of Business graduates. The program learning competencies are aligned with the University's Essential Learning Outcomes, and include:

1. Adaptability and lifelong learning
2. Critical and analytical thinking
3. Discipline specific skills
4. Diverse environment of business
5. Ethical and legal perspectives
6. Information technology
7. Quantitative analysis
8. Collaborative skills
9. Verbal and written communication
10. Engaged learning and community engagement

Expected Standards of Performance

A variety of methods will be used to assess the learning outcomes of students in the entrepreneurship program as a part of the broader Woodbury School of Business learning outcomes assessment process. In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include content/learning, post-graduation outcomes, and measures of student satisfaction.

Content/Learning will be evaluated at the school level as well as within the degree program and within individual courses. Seniors will participate in cognitive evaluations using multiple choice exams and written case study evaluations. These reviews will assess skill levels in core business subjects, as well as specific business discipline related material. There will be an ongoing review of post-graduation outcomes which will assess student success in both employment and graduate school attendance. Alumni and employers will be surveyed, as well as faculty and administrators of graduate programs, where applicable. Finally,

student satisfaction surveys will be conducted at all three levels used in justifying of the program (students, alumni, and employers).

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities. This entrepreneurship degree will be reviewed through both the AACSB and the UVU institutional effectiveness evaluation processes.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries & Wages	\$1,282,181	\$0	\$1,282,181	\$0	\$1,282,181	\$0	\$1,282,181
Benefits	\$499,355	\$0	\$499,355	\$0	\$499,355	\$0	\$499,355
Total Personnel Expense	\$1,781,536	\$0	\$1,781,536	\$0	\$1,781,536	\$0	\$1,781,536
Non-personnel Expense							
Travel	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$30,776	\$0	\$30,776	\$0	\$30,776	\$0	\$30,776
Total Non-personnel Expense	\$32,776	\$0	\$32,776	\$0	\$32,776	\$0	\$32,776
Total Expense (Personnel + Current)	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312
Departmental Funding							
Appropriated Fund	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition							
Total Revenue	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312	\$0	\$1,814,312

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$174	n/a	\$174	n/a	\$171	n/a	\$170

Funding Sources

No new funding sources are needed.

Reallocation

N/A

Impact on Existing Budgets

No impact is anticipated on existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
General Education Requirements		
ENGL 1010	Introduction to Writing	3.0
ENGL 2010 or ENGL 2020	Intermediate Writing – Humanities/Social Sciences or Intermediate Writing – Science and Technology	3.0
MATH 1050	College Algebra or Advanced Placement (AP) Mathematics Test with a score of three or higher	4.0

Course Prefix and Number	Title	Credit Hours
Complete one of the following: HIST 2700 and HIST 2710 or HIST 1700 HIST 1740 POLS 1000 POLS 1100	US History to 1877 and US History since 1877 American Civilization US Economic History American Heritage American National Government	3.0
PHIL 2050	Ethics and Values	3.0
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2.0
ECON 2020	Macroeconomics (fulfills Social/Behavioral Science credit)	3.0
Biology		3.0
Physical Science		3.0
Additional Biology or Physical Science		3.0
Humanities Distribution		3.0
Fine Arts Distribution		3.0
Sub-Total		36
Business Foundation Courses (required for Matriculation)		
ACC 2010	Financial Accounting	3.0
ACC 2020	Managerial Accounting	3.0
IM 2010	Business Computer Proficiency Exam * or Business Computer Proficiency	
ECON 2010	Microeconomics	3.0
MGMT 2240 or MATH 1100	Business Quantitative Analysis (3.0) or Introduction to Calculus (4.0)	3.0
MKTG 2200	Written Business Communication (Complete with a grade of B- or higher.)	3.0
MGMT 2340	Business Statistics I	3.0
MKTG 2390	Professional Business Presentations	3.0
Business Core Classes:		
FIN 3100	Principles of Finance	3.0
LEGL 3220 or LEGL 3000	Entrepreneurship Law or Business Law	3.0
MGMT 3000	Organizational Behavior	3.0

Course Prefix and Number	Title	Credit Hours
INFO 3120	Management Information Systems	3.0
MGMT 330G or MGMT 332G or ECON 305G or MKTG 335G	Survey of International Business or Cross-Cultural Communications for International Business or International Economics or International Marketing	3.0
MGMT 3450	Operations Management	3.0
MKTG 3600	Principles of Marketing	3.0
MGMT 4210 or MKTG 3890	Entrepreneurship Personal Development (3.0) or Career Preparation (2.0) (If students elect to take MKTG 3890 they will need to add an additional credit via MGMT 481R Internship.)	3.0
MGMT 4860	Business Strategy Formulation and Implementation	4.0
MGMT 493R	Entrepreneurship Lecture Series	1.0
Entrepreneurship Core Requirements:		
MGMT 3170	Entrepreneurship	3.0
MGMT 4200	Entrepreneurship Technology-based Opportunity Identification	3.0
MGMT 4400	New Venture Financing	3.0
MGMT 4450	Entrepreneurship Enterprise Formation	3.0
MGMT 4455	New Venture Consulting	3.0
Sub-Total		65
Elective Courses		
Select 12 credits from the following:		12.0
MGMT 3180	Small Business Development (3.0)	
MGMT 4300	Entrepreneurship Business Planning (3.0)	
MKTG 3660	Digital Marketing (3.0)	
MKTG 3690	Advanced Digital Marketing and Analytics (3.0)	
MKTG 3670	Advertising and Promotion (3.0)	
MGMT 481R	Internship (1.0) Approval needed by WSB Internship Manager	
Select 7 credits of any non-Woodbury School of Business courses		7.0
Sub-Total		19
Total Number of Credits		120

*Students will be required to complete the Business Computer Proficiency exam with a score of 80 percent or higher or complete the IM 2010 course with a score of 80 percent or higher.

Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3.0
GE elective	MAT 1010 recommended	4.0
Physical Science Distribution		3.0
Fine Arts Distribution		3.0
GE elective	IM 1010 recommended	3.0
	Semester total:	16.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
IM 2010	Business Computer Proficiency Exam Or Business Computer Proficiency (3.0)	
ENGL 2010	Intermediate Writing	3.0
MATH 1050	College Algebra	4.0
American Institutions		3.0
Biology Distribution		3.0
	Semester total:	13.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
Additional Biology or Physical Science		3.0
ACC 2010	Financial Accounting	3.0
MGMT 2240 or MATH 1100	Business Quantitative Analysis or Introduction to Calculus	3.0
ECON 2010	Microeconomics	3.0
MKTG 2200	Written Business Communication	3.0
	Semester total:	15.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours

PHIL 2050	Ethics and Values	3.0
Humanities Distribution		3.0
ACC 2020	Managerial Accounting	3.0
ECON 2020	Macroeconomics	3.0
MGMT 2340	Business Statistics I	3.0
	Semester total:	15.0
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 2390	Professional Business Presentations	3.0
MGMT 3000	Organizational Behavior	3.0
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2.0
MKTG 3600	Principles of Marketing	3.0
MGMT 3170	Entrepreneurship	3.0
MGMT 493R	Entrepreneurship Lecture Series	1.0
	Semester total:	15.0
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
FIN 3100	Principles of Finance	3.0
MGMT 3450	Operations Management	3.0
INFO 3120	Management Information Systems	3.0
LEGL 3220	Entrepreneurship Law	3.0
MGMT 4200	Entrepreneurship Technology-based Opportunity Identification	3.0
	Semester total:	15.0
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 330G OR MGMT 332G or ECON 305G or MKTG 335G	Survey of International Business or Cross Cultural Communications for International Business or International Economics or International Marketing	3.0
MGMT 4400	New Venture Financing	3.0
MGMT 4210	Entrepreneurship Personal Development	3.0
Elective 1	(From the list of optional classes)	3.0
Elective 2	(From the list of optional classes)	3.0
	Semester total:	15.0

Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 4860	Business Strategy Formulation and Implementation	4.0
MGMT 4450	Entrepreneurship Enterprise Formation	3.0
MGMT 4455	New Venture Consulting	3.0
Elective 3	(From the list of optional classes)	3.0
Elective 4	(From the list of optional classes)	3.0
	Semester total:	16.0

Non-WSB electives can be taken in any order

Section VII: Faculty

The following faculty (in alphabetical format) are expected to teach, mentor, and assist in the administration of this Bachelor of Science degree:

Fakler, Ken J. (Adjunct Faculty)

BBA University of Notre Dame, Accounting, 1971
MBA University of Utah, Masters of Business Administration, 1972
Graduated from Armor Officers Basic School
 United States Army--Armor Corp, Tanks, 1973

Gough, Vance (Assistant Professor)

BA University of Calgary, Political Science, 1993
MBA University of Calgary, Enterprise Development, Finance, Marketing, 1995
Ed. D University of Calgary, Workplace and Adult Learning, (ABD) 2014

Millington, John Kent (Adjunct Faculty)

BA University of Utah, History and Political Science, 1968
MBA Brigham Young University, 1975
DBA California Coast University, 2005

Morrison, Jimmy (Adjunct Faculty)

BA Brigham Young University, 1995
MBA University of Michigan, 1999

Pilmer, John (Adjunct Faculty)

BS Brigham Young University, Business Management/Marketing
MBA University of Utah

Rhoads, Kevin (Assistant Professor)

BA Brigham Young University, French, 1996
Ph. D University of Oklahoma, Strategy and Entrepreneurship, 2012

Robinson, Pete B. (Professor)

BS Brigham Young University, Organizational Psychology, 1982
Ph. D Brigham Young University, Organizational Psychology, 1987

Stoddard, Mark (Adjunct Faculty)

BA Brigham Young University, English & Marketing, 1972

MA Brigham Young University, Communications & Advertising, 1981

Theobald, Shauna (Adjunct Faculty)

BS Utah Valley University, Business Management, 1998

MBA Utah State University, Business Administration, 2002