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DATE: December 20, 2010

MEMORANDUM

TO: Kathleen M. Moore
    Associate Vice President for Academic Affairs
    University of South Florida

FROM: Richard P. Stevens
    Director, Academic and Student Affairs

SUBJECT: BS in Entrepreneurship

Thank you for notifying us of the approval of the Bachelor of Science in Entrepreneurship (CIP 52.0701) at the October 7, 2010 meeting of the University of South Florida Board of Trustees. This program will be added to our degree program inventory effective Spring 2011. The Limited Access Request will be taken to the Board of Governors at the January meeting.

Please note for future reference that there is a small miscalculation in Table 4, Anticipated Faculty Participation. The PY Year 1 column should sum to 0.92, not 0.74. This may have a minimal impact on program costs.

Should you have questions, please contact me at (850) 245-9702, or richard.stevens@flbog.edu.

RPS/sla

c: Sr. Associate Vice Chancellor Dorothy J. Minear
    Margaret Sullivan
Florida Board of Governors

Request to Offer a New Degree Program

University of South Florida St. Petersburg
University Submitting Proposal

Fall 2010
Proposed Implementation Date

College of Business
Name of College or School

Management
Name of Department(s)

Entrepreneurship
Academic Specialty or Field

B.S.B.A. in Entrepreneurship
Complete Name of Degree
(CIP Code- 52.0701)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

<table>
<thead>
<tr>
<th>Date Approved by the University Board of Trustees</th>
<th>Chancellor, USF St. Petersburg</th>
<th>Date</th>
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Signature of Chair, Board of Trustees | Date | Vice Chancellor for Academic Affairs, USF St. Petersburg | Date |
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Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Student Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
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<tr>
<td></td>
<td>HC</td>
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<td>Year 1</td>
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<td>Year 2</td>
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INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

a. The proposal being submitted for consideration is for a B.S.B.A. major in Entrepreneurship at the Undergraduate level within the College of Business at the University of South Florida at St. Petersburg.

b. As a part of this proposal, a Minor in Entrepreneurship is also included. There will be no concentrations, tracks, or specializations.

c. The major, as is the case with all of the existing majors within the College, will consist of a 120 hour program.

d. The overall purpose of this new degree is four-fold—accommodates the unmet need of students interested in pursuing the possibility of self-venturing; provides a qualified workforce for the employment needs of small and mid-sized firms; advances economic development of our region and the State of Florida; and, creates outreach opportunities into the community. These four areas are highlighted below:

1. Entrepreneurship is one of the fastest growing areas of business curricula nation-wide. This trend began in the late twentieth century (Solomon, Duffy & Tarabishy, 2002) and continued through the first decade of the twenty-first century. In fact, as pointed out by Barringer (2009), approximately 2,100 colleges and universities offer courses in entrepreneurship. In 2005, about 400,000 college students took at least one course in the field. In addition, data from a recent study commissioned by the Kauffman Foundation, Pryor and Reedy (2009) found that 3.3 percent of all entering freshmen listed “Business Owner or Proprietor” as their career aspiration.

2. Based upon statistics from the U.S. Department of Commerce (www.sba.gov/advo/research/rs299tot.pdf), it is easy to surmise that the vast percentage of our graduates will either work in or own a small business:
   a. 99.7 percent of all firms are small businesses
   b. Over half of all employment is from the small business sector
   c. 97.3 percent of all exporters and 30.2 percent of all exports come from the small business sector
   d. Small businesses produce 13 times more patents than large firms
   e. Firms with fewer than 500 employees accounted for 64 percent of all new jobs between 1993 and the third quarter of 2008

3. The recent World Economic Forum report “Educating the Next Wave of Entrepreneurs” (Wilson et.al. 2009) identified a critical need to include entrepreneurship in higher education for the purpose of advancing economic
development. According to others such as Taatila (2010), “it is difficult to see how economic regions would compete without individuals who constantly renew business processes and innovate new products, services, and strategies. Taatila goes on to suggest that entrepreneurs with a higher education background in the field “are more often innovative, use modern business models, and base their venture on the use of new technologies” and thus advance economic renewal. Similar results were found in another recent study (“Toward Effective Education of Innovative Entrepreneurs in Small Business: Initial Results from a Survey of College Students and Graduates”, 2009). In this study preliminary results indicated:

a. Graduates who took entrepreneurship courses were more likely to select careers in entrepreneurship (either by founding, running, or employment in a small business)

b. Graduates who took entrepreneurship courses were more innovative as measured by the number of patents, new business processes, and new services and products introduced

c. Regardless of the major most graduates ended up employed by a small business

4. Students will be given the unique opportunity to gain from the mentorship, lectures, and networking of numerous community entrepreneurs including the Entrepreneur Advisory Board. Local small businesses will gain equally from the involvement of students through community outreach projects within the curriculum.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/StrategicResources/)

As is explained below, implementing a major and minor in entrepreneurship is consistent with not only the mission of the University of South Florida St. Petersburg, but also is in complete alignment with the goals established by the State University System. Specifically, as will be discussed, the program is distinctive, is student-centered, is grounded in theory and practice, is collaborative, and is service focused.

There are several goals that were presented in the State University System 2009 Annual Report that the proposed major and minor in Entrepreneurship clearly address. These include:

- Goal 1
  - Access to and Production of Degrees that address higher education for our changing demographics, minorities, and underrepresented students in the state of Florida
  - Articulation
  - Improvement of student support
o Retention and graduation

• Goal 2
  o Meeting statewide professional and workforce needs
  o Economic development

• Goal 3
  o Building world-class programs
  o Research, development and commercialization

• Goal 4
  o Meeting community needs
  o Community engagement

• Additional Information on Resources, Efficiencies, and Effectiveness
  o Programs are supported less by State support
  o Outside funding is needed

Goal 1 (Access) and Goal 2 (Professional and workforce needs and economic development) are:

• According to data compiled by the U.S. Department of Commerce: Bureau of Census, in 2006, Florida had 426,073 small businesses (firms employing less than 500 employees). In addition, 1,523,250 firms engaged in commerce in the state and existed with no employees (sole-proprietors and firms with contracted labor). The 426,073 firms represented 99.0 percent of all firms within the state and accounted for 44 percent of the total employment.

• Of these small businesses in Florida, the Small Business Administration estimates that 6.6% were African American owned, 2.7% Asian owned, 17.3% Hispanic owned, and .6% Native American owned—26.2% of all small businesses in the State. Further statistics from the SBA indicate that from 2000 to 2007, minority self-employment grew by 16.5% compared to an overall decline in self-venturing by all other ethnic categories.

• One of the nation’s premier experts in business strategy, Michael Porter, has written extensively (1995) about the untapped potential of the inner cities and the real entrepreneurial capacity of the individuals found in those communities. Kobeissi (2009) expanded on this potential by suggesting a dynamic means to revitalizing those communities would be the advancement of entrepreneurial education options and community support.

• According to others such as Taatila (2010), “it is difficult to see how economic regions would compete without individuals who constantly renew business processes and innovate new products, services, and strategies. Taatila goes on to suggest that entrepreneurs with a higher education background in the field “are more often innovative, use modern business models, and base their ventures on the use of new technologies” and thus advance economic renewal. These results were consistent with the previously discussed study conducted at New York University.
Goal 3 (World-Class Programs and Potential Commercialization) and Goal 4 (Meeting Community Needs):

- There is currently only one major in entrepreneurship (Florida State University) and three concentration programs (Florida Atlantic University, Florida Gulf Coast University and the University of Central Florida) within the state system and none within the USF System. This is clearly a unique program that has the potential, based upon community support to evolve into a world-class program. The short-term goal of this program is that within the next two years to be able to submit an application to the United States Association for Small Business and Entrepreneurship (USASBE) for emerging entrepreneurship programs competition. Within five years it is envisioned that the program would be listed in the Princeton Review for national model entrepreneurship programs.

- In addition to engaging students in self-venturing through classroom instruction, a concerted effort will be placed on making local entrepreneurs an integral element within the program. Initially, through one of the courses proposed (Entrepreneurial Leadership), local entrepreneurs will be included as regular guest lecturers. In addition, planning is underway to create a volunteer “Entrepreneur in Residence” into the College of Business. In the mid-term, as Jones and Iredale (2010) recommend, a broader approach to inclusion of local entrepreneurs will be made to “involve employers more centrally in young people’s education” utilizing their skills and connections for “work placements, business startups simulations, mock interviews, research and consultancy projects, career talks, business idea generation, mentoring, and business planning”. It is also envisioned that through the use of the already-established entrepreneurship club and other resources outside the classroom that students will be connected with local businesses in a venture forum for reviewing new ideas of our students as well as local entrepreneurs.

- Community leaders have been central (as discussed below) to the creation of both the major and minor. Already in existence is An Advisory Board consisting of successful entrepreneurs from the area is already established. It was through member’s thoughtful inputs that the basis of the proposed curriculum took shape. In is further envisioned that with the major and minor in place that the support and involvement of these members and other entrepreneurs will help to make this program successful.

Additional Information on Resources, Efficiencies and Effectiveness:

- USFSP and the College of Business recognize the need to implement cost effective educational opportunities for our students and the limitations that reduced state expenditures have placed on delivery of effective programs. To that end, this program was designed to take advantage of the synergies that already exist within the College. An extremely robust program has been developed that adds a focus of small business and entrepreneurship topics within existing courses. Faculty members have been given opportunities for development where appropriate to expand their personal knowledge in the area of small business as it relates to their individual courses. The
three added courses can be covered with a combination of mostly full-time faculty with some adjunct support.

- The new model for funding higher education will depend much more heavily on local support for continued success. The entrepreneurship program, one element of which is the new major/minor, has the potential to generate considerable support (including financial) from the local community.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Need Overview:
- An unmet need for students whose ultimate career goal is to self-venture.
- A large number of business and non-business students who will be employed in a small business yet lack a deep understanding of this sector.
- Students outside of the College of Business that may need general knowledge about advancing innovative ideas into the market.
- A strategic imperative driven by the USFSP vision to establish closer ties with local community.
- A need for networking opportunities for our students in the community.
- A long-term commitment to improve the economic health of the region and state.

1. The Career/Employment Training Gap: Mwasalwiba (2010) provides an excellent discussion of the state of entrepreneurship education in a recent article in Education and Training. The findings suggest that the field of entrepreneurship education has progressed significantly since the first class was offered by the Harvard Business School in 1945. Specifically, it was determined that “…most scholars are of the opinion that there is a need to be more innovative in designing modules that will enable learners to achieve their predetermined outcomes in learning either for, about or in entrepreneurship.”

Given recent data detailed in the Ewing Marion Kauffman Foundation report “Trends in Business Interest Among U.S. College Students,” Pryor and Reedy (2009), found that 3.3 percent of all entering freshmen listed “Business Owner or Proprietor” as their career aspiration, it is questionable whether higher education is meeting this need of that group of students. In light of the following statistics from the U.S. Department of Commerce (www.sba.gov/advo/research/rs299tot.pdf), it is easy to
surmise that the vast percentage of our graduates will either work in or own their own small business:

- 99.7 percent of all firms are small businesses
- Over half of all employment is from the small business sector
- 97.3 percent of all exporters and 30.2 percent of all exports come from the small business sector
- Small businesses produce 13 times more patents than large businesses
- Firms with fewer than 500 employees accounted for 64 percent of all new jobs between 1993 and the third quarter of 2008

The major purpose of the proposal is to offer an educational opportunity (as well as creating an environment) for those predisposed to self-venturing. At the same time, the curriculum will assist in building skill sets for anyone that may become employed in a small business.

2. **Educational Opportunity for Non-Business Students**: A serious misconception of many business schools is that their students hold a monopoly on innovation and creativity. Indeed, this is not the case. By offering a minor for non-business majors the intent of the College of Business will provide a foundation for students in all disciplines who may someday wish to introduce an innovation or idea to the market. Unprepared entrepreneurs are much less likely to succeed without a basic knowledge of self-venturing.

3. **Community Involvement**: For any university to be successful there should be a symbiotic and synergistic relationship between the institution and the communities it impacts. This is certainly true for USFSP. The university and the community are both more likely to prosper as the sharing of ideas and cooperation increase. Two elements that will foster mutual cooperation and sharing are key to this proposal. First, direct interaction from local entrepreneurs in the classroom and out-of-class activities is intended to be an integral part of the educational experience. Second, the concept of sustainability and the end results of this philosophy will be central to the overall entrepreneurship program.

Another positive outcome associated with gaining community involvement and support is the networking opportunities that will be created for our students. By working with local organizations in both experiential projects and having local entrepreneurs in the classroom, students may be more inclined to remain in the community after graduation. This will become more evident as local entrepreneurs become mentors to the entrepreneurial students within the program.

4. **Economic Impact**: The recent World Economic Forum report “Educating the Next Wave of Entrepreneurs” (Wilson et.al, 2009)\(^5\), identified a critical need to include entrepreneurship in higher education for the purpose of advancing economic development. While many of the European nations have embraced this concept, higher education in the U.S. has been slower to respond. It is true that a large number of universities across the U.S. teach some entrepreneurship courses within their curricula, but, most have not clearly demonstrated their support by providing the full
exposure found within a major. Florida is a good example: only one state university has an entrepreneurship major (Florida State University) and only three others (Florida Atlantic University, Florida Gulf Coast University and the University of Central Florida) have a Management degree with a small business option.

As the data above clearly suggest, entrepreneurial activity is the engine that drives a nation’s (or state’s) economic engine. Exposing our students to the importance of entrepreneurial activity, and more importantly, convincing them that self-venturing is a viable career option has the potential to increase entrepreneurial activity.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

While no formal survey has been initiated locally to measure demand, informal discussion with students in numerous classes (entrepreneurship and other business classes) as well as the entrepreneurship club and its membership, the Chair of the Journalism Department, an Ad Hoc committee for intra-college collaboration, First Time in College Orientations, and discussion with numerous community leaders (including the newly created Entrepreneurship Advisory Board indicate overwhelming support for this degree. Additionally, as data previously indicated, 3.3% of freshmen entering college indicate self-venturing as their career aspiration.

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

As the table below demonstrates, there is currently a gap in academic coverage in the Tampa Bay area for public programs in entrepreneurship in higher education. In fact, with only Florida State University as a state university claiming a major in the field, you can say that gap exists state-wide.

<table>
<thead>
<tr>
<th>University</th>
<th>Major</th>
<th>Concentration</th>
<th>Minor</th>
<th>Courses in Entrepreneurship</th>
</tr>
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<tr>
<td>University of Florida</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>6</td>
</tr>
<tr>
<td>Florida State University</td>
<td>Yes</td>
<td>N/A</td>
<td>Yes</td>
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<tr>
<td>Florida Atlantic</td>
<td>No</td>
<td>Yes*</td>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>
University of Central Florida | No | Yes* | No | 3
--- | --- | --- | --- | ---
Florida International University | No | No | No | 4
University of North Florida | No | No | Yes | 5
University of West Florida | No | No | No | 3
Florida Gulf Coast University | No | Yes* | No | 3
New College | No | No | No | 0
University of Miami | Yes | No | No | 4
University of Tampa | Yes | No | Yes | 6

* Management Degree with a small business option

Two individuals with existing entrepreneurship programs in the immediate area were contacted regarding the proposed major at USFSP. The first was Dr. Rebecca White, Director of the Entrepreneurship at the University of Tampa (UT). The second was Dr. Mike Fountain, Director of the Graduate Program of Entrepreneurship at USF.

Dr. White has indicated that there has been tremendous popularity for their program. Even though UT is in close proximity, we do not envision that program as being a major competitor due to the cost differential of public versus private school tuition. In addition, a verbal agreement has been reached between the two programs (UT and USFSP) to co-host a regional entrepreneurship club event in the coming year.

In addition, conversations with Dr. Mike Fountain, the director of the Graduate Program of Entrepreneurship at USF, indicated a gap in the market for undergraduate students in the Tampa Bay area. Discussion with Dr. Fountain revolved around the synergies of having a feeder program that would advance his graduate program by the ability to recruit students having an undergraduate degree in the field.

**D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the**
institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

The projections included in Table 1-A (see Appendix A) are based upon the following assumptions:

- FTs calculated as HCx30CHs/40
- Based upon previously discussed statistics, 3.3 percent of freshmen aspire to own their own business
- Year one enrollment will be limited due to a late start of promotional activity based upon the timing of the approval to commence and would only include one semester. This first year enrollment is projected at 1.5 percent of total enrollment.
- In year two after a full year of promotional activity enrollment is projected to be 2.5 percent of total university enrollment.
- Year three’s enrollment is projected to be 3 percent of university enrollment.
- By years four and five enrollment is projected to equal the national projections of 3.3 percent of students interested in self-venturing.
- University enrollment is projected to increase by 3 percent during years 4-5 from the current projections in year one of 3,900.
- Projections do not take into consideration the additional 25 percent of total enrollment attributed to other USF System campuses.

E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university’s Equal Opportunity Officer should read this section and then sign and date in the area below.

According to data compiled by the U.S. Department of Commerce: Bureau of Census, in 2006, Florida had 426,073 small businesses (firms employing less than 500 employees). In addition, 1,523,250 firms engaged in commerce in the state and existed with no employees (sole-proprietors and firms with contracted labor). The 426,073 firms represented 99.0 percent of all firms within the state and accounted for 44 percent of the total employment.

Of these small businesses in Florida, the Small Business Administration estimates that 6.6% were African American owned, 2.7% Asian owned, 17.3% Hispanic owned, and .6% Native American owned—26.2% of all small businesses in the State. Further statistics from the SBA indicate that from 2000 to 2007, minority self-employment grew by 16.5% compared to an overall decline in self-venturing by all other ethnic categories.

One of the nation’s premier experts in business strategy, Michael Porter, has written extensively (1995) about the untapped potential of the inner cities and the real entrepreneurial capacity of the individuals found in those communities. Kobeissi (2009) expanded on this potential by suggesting a dynamic means to revitalizing
those communities would be the advancement of entrepreneurial education options and community support.

In light of the above data, our intent is to actively promote this idea in local and regional minority communities through interaction with Chambers of Commerce, at recruitment efforts at local and regional high schools, during orientation programs, and at other on-campus community events. In addition, preliminary discussions with Mr. Goliath Davis with the city of St. Petersburg indicate the possibility of conducting an Entrepreneurship Boot Camp for underprivileged youth as early as summer 2011.

III. Budget

A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

As previously presented, and as portrayed in the Tables 2 and 3 (see Appendix A), the proposal can be implemented with minimal resources. Execution of the major is predicated on the assumption that only three new courses were needed for immediate implementation. Resources will be re-directed from other areas within the College of Business initially to provide complete coverage of curriculum requirements of the major. Specifically, the current Associate Dean of Undergraduate Programs will direct is teaching load totally to entrepreneurship curriculum.

At the projected growth rate, the re-directed resource levels will be sufficient through year three. It is important to add (as is provided in Table 4 in Appendix A) that most of the coverage for the new program relies upon the utilization of existing courses throughout the entire business curriculum. If the program meets growth expectations, in year four additional resources may be needed. If these resources are needed but not available, growth will be held to year three levels until such time expansion can continue.

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction
associated with cutting-edge research, improved labs and library resources).

It is anticipated that there may be a shift of some students pursuing other majors within the College of Business but not to a level that will have a significant impact on assignment or resources. Two additional adjunct faculty members will be used to provide coverage for the full degree program but that cost will be absorbed within the operating budget of the College of Business. As the program becomes successful additional positions may be needed.

Anticipated positive impacts upon other programs within the University include the opportunity for any student outside of the College of Business whether in the College of Arts and Sciences or College of Education to advance their knowledge of entrepreneurship and potentially prepare them for activity in self-venturing.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

There should be no negative impact on related programs or departments in terms of increased need for general education or common prerequisite courses or additional elective courses outside of the proposed major. Based upon the interdisciplinary approach being taken for the major, absorption of additional students in any one course should be minimal and thus require no additional resources.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

As a part of the initial investigation for expanding the entire entrepreneurship program at USFSP community leaders such as Dr. Gus Stavros were approached regarding the possibility of this move. Based upon these conversations regarding the direction of the program, specifically the possibility of a major in entrepreneurship, Dr. Stavros has already contributed $150,000 to an endowed scholarship fund for entrepreneurship.

Additionally, with a potential major in entrepreneurship as the cornerstone of a complete entrepreneurship program at USFSP, an Entrepreneurship Advisory Board was created. This board includes some of the most influential leaders of the Tampa Bay area. The first meeting with this group that includes the founder of TBS Broadcasting and former CEO of HSN, the founder of the 75th largest privately owned firm in Florida, the founder of the 30th fastest growing firm in the Tampa Bay area, the co-founder with Michael Dell of the Entrepreneurship
Organization (EO) and creator of the Infomercial (to name a few) was held in late spring 2010. With this group’s community relationships additional funding is a real possibility.

The program will also take advantage of the external relationships created by the Professor of Entrepreneurship and Innovation at USFSP, Dr. William Jackson. Dr. Jackson has worked extensively with organizations outside of the University supporting entrepreneurship. Two such foundations that have a long-standing history of providing financial support to entrepreneurship programs are the Kaufman and Coleman Foundation. Even though these organizations have been adversely impacted by the economy recently and have downsized assistance to emerging programs, that trend should shift as the economy improves. Conversations with the Coleman Foundation’s Executive Director, Michael Hennesey, indicated potential funds becoming available for educational programs engaged in outreach efforts with disadvantaged and underserved elements of their communities. In addition, a close eye is being kept on stimulus activities related to entrepreneurship.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The proposed major and minor in entrepreneurship will not only meet the demands of the students and the local community, it will also provide a distinctive niche for USFSP that is occupied by no other public university in the greater Tampa Bay region. The students win, the community wins, and the university wins.

V. Access and Articulation – Bachelor’s Degrees Only

a. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)

N/A
b. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual http://www.facts.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

No changes are included beyond the current prerequisites for existing majors or minors within the College of Business.

c. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Every major within the College of Business requires an earned GPA of 2.5 in general education credits for admission into its programs. The Entrepreneurship major will require the same.

d. If the proposed program is an AS-to-BS capstone, ensure that it adheres
to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual http://www.facts.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The strategic goals as defined by the USF System and the University of South Florida St. Petersburg are in concert with the goals previously discussed within the SUS Strategic Plan. Specifically, the goals of the institution are to: 1) Provide access; 2) Meet the State’s professional workforce needs; 3) Advance economic development in the region; 4) Meet community needs and engage in community outreach; and, 5) Develop world class programs.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The proposed major will be housed within the College of Business at USFSP. Our program is accredited by AACSB for the baccalaureate and graduate degrees in business and for the baccalaureate in accountancy. This proposed major will take advantage of the quality of our existing faculty, and their understanding of the importance of interdisciplinary delivery. In addition it will allow the College to explore and exploit the relationships between Corporate Social Responsibility (currently ranked 36th in the world in Beyond Gray Pinstripes) and entrepreneurship.

In addition, the College of Business has initiated a complete program for entrepreneurship within our unit. The umbrella organization is the Sustainable Entrepreneurship & Innovation Alliance (www.seialliance.org) with several subgroups falling under this promotional arm. Groups falling under this umbrella include: the CEO student Entrepreneurship Club, the Small Business Development Center at USFSP, and the Journal of Business & Entrepreneurship (a long standing academic journal in entrepreneurship hosted by the university). If this proposal is approved it will allow us the opportunity to leverage each part of the program in advancing entrepreneurship with our students and the community.
C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events for the implementation of the proposed program.

With the arrival of Dr. William Jackson at USFSP in May 2007, an initiative to advance entrepreneurship was proposed as an area of interest for the College of Business by the then-dean, Dr. Geralyn M. Franklin. While the idea of such a change had been considered in the past, Dr. Jackson possessed experience in starting a program and thus was recognized as an opportunity for the College. This concept had previously been embraced by the Advisory Board of the College and gained strong support from the faculty. Community leaders were approached to determine the support available for such a program.

After two years of exploring the potential for the program, the appointment of Dr. Jackson as Professor of Entrepreneurship, and the acceptance and verification of the consistency of our mission by the newly appointed dean, Dr. Maling Ebrahimpour, provided the impetus to move forward. A proposal was submitted to a newly established Entrepreneurship Advisory Board, the entire College of Business Faculty, Administration, and the Undergraduate Curriculum and Assessment Committee of the College of Business.

In addition, during all of the formal planning process various community leaders were approached for further feedback. Some of these groups included entrepreneur attendees for the monthly Entrepreneur Breakfast series, representatives from the mayor of St. Petersburg’s office, students across the business school curriculum, the deans of the other two Colleges (See Appendix C), an Ad Hoc committee on advancing interdisciplinary cooperation, and various department chairs throughout the university. All parties have been extremely supportive of the new major.

<table>
<thead>
<tr>
<th>Planning Process</th>
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<tbody>
<tr>
<td><strong>Date</strong></td>
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<tr>
<td>2007</td>
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<td>2008</td>
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<td>2008</td>
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<tr>
<td>2009</td>
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<tr>
<td>2010</td>
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</tbody>
</table>
Events Leading to Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Promotional activities to include brochure, flyers, newspaper coverage, and orientations. Specifically, student recruitment has been advised and will immediately disseminate information upon final approval of the major.</td>
</tr>
<tr>
<td>2010</td>
<td>A “kick-off” for the entrepreneurship major is in the planning stage for the fall semester if approved. This event will highlight the new major and minor, the entrepreneurship club recruitment, an introduction of the Entrepreneurship Advisory Board members, official unveiling of the related websites, and the recognition of the new endowed entrepreneurship scholarships.</td>
</tr>
<tr>
<td>2011</td>
<td>Continued promotional activities and campus events to increase exposure of the program. Specifically, an entrepreneurship boot camp jointly sponsored by the city of St. Petersburg is being planned for summer 2011.</td>
</tr>
</tbody>
</table>

I. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

USFSP is accredited by the Southern Association for Colleges and Schools, Commission on Colleges. The College of Business holds special accreditation in business and accounting by AACSB International—The Association to Advance Collegiate Schools of Business. AACSB International is the premier accrediting agency for degree programs in business administration and accounting and is the most widely recognized and sought after endorsement for business schools. Only 15 percent of business school programs in the world meet the rigorous standards for this accreditation. USFSP received initial accreditation in 2007.

II. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Sewell and Pool (2010) concluded that significant debate has existed regarding the student outcomes from participating in an entrepreneurship program. Specific outcomes of this program will mirror the pedagogy identified by these authors. These outcomes are directly related to skill sets sought from enrollment in such a program. The ones central to the mission and values of our College include:
• Imagination/creativity
• Working in teams
• Good oral and written communications
• Numeracy
• Ability to use new technologies
• Problem/Opportunity Identification and Solving

Specific Outcomes:
• Students will be able to identify a market opportunity and determine its feasibility
• Students will work effectively and efficiently within a group
• Students will be able to prepare and present a detailed business idea
• Students will be able to independently assess the financial feasibility of a venture
• Students will be able to demonstrate proficiency in the use of technology in preparing a business presentation

The Academic Learning Compact for 2010-2011 is provided below:

The Academic Learning Compact for 2010-2011 is provided below:

Academic Learning Compact
2010 – 2011 Academic Year

College of Business
Entrepreneurship Program

Program Mission Statement

The mission of the Entrepreneurship program is to educate students in the development, generation and operation of the small to mid size business organization. The program explores the entrepreneurial personality, the creation of ideas, and the process of bringing an idea to market.

Student / Learning Outcomes

Content / Discipline Skills

Students completing the bachelor’s degree majoring in Entrepreneurship will be able to:

(1) Explain the components of a working business plan.

(2) Describe the nature of entrepreneurship and the impact it has on the economy.
(3) Explain the process of idea generation.

(4) Develop a business plan.

(5) Identify and recommend strategies that a small business may use to adapt to its environment.

(6) Explain basic human resource functions necessary in running a small to midsize business including job analysis, recruitment, selection, performance appraisal, and training.

**Communication Skills**

Goal: Our students will produce quality oral presentations and written assignments using appropriate technology.

Objective: Students will demonstrate effective writing skills.

Objective: Students will deliver an effective oral presentation on a business topic.

**Critical Thinking skills**

Goal: Our students will have the ability to use critical thinking and decision-making skills.

Objective: Students will identify and prioritize key assumptions used in business decision-making scenarios.

Objective: Students will solve business problems using appropriate quantitative and analytical techniques

(The next sections are optional. We currently have a section on civic engagement. I recommend changing this to incorporate elements of our mission and to match our AACSB Assurance of Learning goals and objectives.)

**Ethical Leadership**

Goal: Our students will understand ethical implications of business decisions.

Objective: Students will apply an ethical framework to dilemmas in specific business cases.

Objective: Students will identify a business decision's potential ethical impacts.

**Global Leadership**

Goal: Our students will possess and demonstrate a global perspective of the business environment.
Objective: Students will demonstrate an understanding of the international business environment.

Objective: Students will be able to evaluate the impact of culture and cross cultural differences on an organization's business strategy.

B. Describe the admission standards and graduation requirements for the program.

The admission requirements for the major in Entrepreneurship are the same as for any major within our College. The requirements are shown below from our 2009-2010 Catalog:

Requirements for Admission to the College of Business
1. Before declaring a major in the College, students must satisfy the following criteria:
   a. Minimum of 60 semester hours of college credit earned.
   b. Minimum of 2.5 cumulative grade point average on all college-level work and a minimum of 2.0 on all credit attempted at USF, including any prior to renewal.
   c. Completion of the following State Mandated Common Prerequisites (or equivalents) with a grade of C- or higher in each course and an overall 2.0 GPA:
      ACG X021 Financial Accounting
      (or ACG X001 & ACG X011)
      ACG X071 Managerial Accounting
      CGS X100 Computers in Business
      (or acceptable substitute)
      ECO X013 Principles of Macroeconomics
      ECO X023 Principles of Microeconomics
      MAC X233 Business Calculus
      STA X023 Introductory Statistics or QMB X100
   d. In computing entry grade point average all business and economics courses taken for S or U grades will be converted to C or F, respectively.
2. Students working toward meeting the limited access criteria will be permitted to enroll in all foundation courses in Business (listed below) except GEB 4890, provided they have completed 60 semester hours and have met course prerequisites.
3. A minimum score of 550 on paper and pencil or 213 on computerized TOEFL is required, when applicable.
4. Students must be admitted to the College of Business at least one term before their anticipated graduation date.

Transfer Students

Transfer credits will be accepted from accredited institutions; however, all hours earned may not be applied toward USFSP business degree requirements. Individual courses will be evaluated by an academic advisor and appropriately credited toward requirements in the student’s program at USFSP. Florida public junior/community college students enrolled in an Associate of Arts (AA) program should normally complete the general
education requirements and the State Mandated Common Prerequisites at the junior/community college. As a rule, AA students should avoid taking any business courses at the junior/community college that are listed as 3000 and 4000 level courses at USFSP. Normally, courses in finance, marketing, management, and accounting, as well as other business and economics courses, taken at the lower division level that are offered as upper division courses at USFSP will not be accepted for upper division credit in business or economics. Exceptions to this policy will be made only upon proper validation of such courses. Validation consists of written examinations prepared and administered by the College of Business or by successfully completing specified advanced courses in the discipline.

Florida public junior/community college students pursuing an Associate of Science (AS) program in Business Administration are fully admissible to USFSP. Please see a business advisor to determine the articulation courses, discuss admission to the College of Business and prepare a program plan for degree completion. Students transferring to the College of Business with an A.S. in Business Administration may earn a major in General Business Administration only.

The proposed graduation requirements are as previously presented:

**Proposed Major in Entrepreneurship**
A major in entrepreneurship is intended for those students interested in the possibility of self-venturing or who may someday work in a small business. The current statistics suggest that this would encompass 90 percent of our students.

Requirements for the B.S.B.A. Degree: Within the 120-semester-hour program listed in the General Requirements section, students must complete a minimum of 24 hours in entrepreneurship related course work. At least 15 of the 24 hours must be taken in residence at USFSP including each of the required courses. A grade of C- or better is required in all 24 hours plus a 2.0 GPA in all major course work at USFSP and an overall 2.0 GPA including transfer work.

**Required Entrepreneurship Courses:**
- MAN 4802 Entrepreneurship and Small Business Management 3
- ENT 4XXX New Venture Creation** 3
- MAN 4804 Small Business Management Counseling 3
- MAN 3301 Human Resource Management 3

Any four courses from the following recommended electives
- MAN 4430 Employment Law
- MAN 4600 International Management
- MAR 3400 Professional Selling
- MAR 4503 Consumer Behavior
- ENT 3XXX Social Issues in Entrepreneurial Firms*
- MAR 3613 Marketing Research
- MAR 4231 Retailing Management
- ACG 3341 Cost Accounting and Control
- ENT 4XXX Entrepreneurial Leadership**

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C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

See B above.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The only sequence requirement is that students would be expected to complete MAN 4802 as a prerequisite for additional courses in the entrepreneurship area (ENT 4XXX New Venture Creation, ENT 4XXX Entrepreneurship Leadership, MAN 4804).

The following is a proposed schedule for the final two years of a student’s degree program. It assumes the completion of 54 general education requirements and ECO 2013 and QMB 2100 (total of sixty hours) prior to entering the junior year:

<table>
<thead>
<tr>
<th>PROPOSED CURRICULUM FOR JUNIOR AND SENIOR YEAR</th>
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<tbody>
<tr>
<td><strong>JUNIOR YEAR 1</strong>&lt;sup&gt;st&lt;/sup&gt; SEMESTER</td>
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<tr>
<td>ACG 2021</td>
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<tr>
<td>ECO 2023</td>
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<tr>
<td>Fin 3403</td>
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<td>MAR 3023</td>
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<td>MAN 3025</td>
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| JUNIOR YEAR 2**nd** SEMESTER                  | SENIOR YEAR 2**nd** SEMESTER           |
| ACG 2071                                      | Man 4804                               |
| QMB 3200                                      | GEB 4890                               |
| ISM 3011                                      | 3 courses from the following list:     |
| MAN 4802                                      | MAN 4402                               |
E. Provide a one- or two-sentence description of each required or elective course.

FOUNDATION COURSES IN BUSINESS (Required of all Business Degree Majors):

**ACG 2021 Principles of Financial Accounting (3) BA ACC**
Study of basic accounting principles including the recording and reporting of financial activity. The preparation and interpretation of financial statements.

**ACG 2071 Principles of Managerial Accounting (3) BA ACC**
PR: ACG 2021 with a grade of "C-" or better. A study of the accountant's role in assisting management in the planning and controlling of business activities.

**ECO 2013 Economic Principles (Macroeconomics) SS (3) BA ECN**
Introduction to the theory of income determination with emphasis on monetary and fiscal policies. Objectives of full employment, price stability, economic growth and balance of payments stability.

**ECO 2023 Economic Principles (Microeconomics) SS (3) BA ECN**
Introduction to the theory of price determination. How an economy decides what to produce, how to produce, and how to distribute goods and services.

**QMB 2100 Business And Economic Statistics I 6A QM (3) BA QMB**
PR: MAC 1105. Data description; exploratory data analysis; introduction to probability; binomial and normal distributions; sampling distributions; estimation with confidence intervals; tests of hypotheses; control charts for quality improvement.

**QMB 3200 Business And Economic Statistics II (3) BA QMB**
PR: MAC 2233 or MAC 2241, QMB 2100. Simple linear regression and correlation; multiple regression and model building; forecasting models; analysis of variance; chi-square tests; nonparametric methods.

**BUL 3320 Law And Business I (3) BA GBA**
This course covers the nature of legal and societal institutions and environments, and major aspects of public, private, UCC and related business law.

**FIN 3403 Principles of Finance (3) BA FIN**
PR: ACG 2071, ECO 2013, and ECO 2023. Study of the processes, decision structures, and institutional arrangements concerned with the use and acquisition of funds by a firm. Includes the management of the asset and liability structure of the firm under certain and risky situations.
The financial decision process will include and recognize the international as well as domestic aspects of financial management.

**ISM 3011 Information Systems in Organizations (3) BA QMB**
PR: CGS 2100 or equivalent. An introduction to the language, concepts, structures and processes involved in the management of information systems including fundamentals of computer-based technology and the use of business-based software for support of managerial decisions.

**MAN 3025 Principles of Management (3) BA MAN**
PR: Junior standing. Examines intrapersonal, interpersonal, group/team, organizational, and environmental (both stakeholder and societal) factors influencing the management task.

**MAR 3023 Basic Marketing (3) BA MKT**
PR: Junior standing. Survey of the marketing of goods and services within the economy. Attention is paid to the impact of marketing on other functional areas of business as well as society.

**GEB 4890 Strategic Management and Decision Making MW (3) BA GBA**
PR: Senior standing and FIN 3403, MAN 3025, MAR 3023. The course is intended to provide a unifying, integrating, and coordinating opportunity to tie together concepts, principles, and skills learned separately in other, more specialized courses in Business Administration.

**REQUIRED COURSES (Required for the Entrepreneurship Major):**

**MAN 4802 Entrepreneurship and Small Business Management (3) BA MAN**
PR: ACG 2021, MAR 3023, or CI. Study of the factors involved in starting and managing a small to medium-sized business. Emphasis on conduct of pre-business feasibility study, start-up of business, successful management of the firm, and options for succession or termination.

**MAN 4804 Small Business Management Counseling (3) BA MAN**
PR: MAN 4802 and ENT 4XXX New Venture Creation or CI. Field application in small business settings by (a) analyzing an on-going small business and developing recommendations for making improvements; or (b) conducting a feasibility study for a new enterprise and developing a strategy for implementation if favorable.

**ENT 4XXX New Venture Creation (3) BA ENT**
PR: MAN 4802. This course is focused on the process of idea generation, innovation, creativity and execution for small business ventures. Students will be exposed to the process of innovation as well as the execution of business plan generation. (See Appendix D for syllabi for new course offering).

**MAN 3301 Human Resource Management (3) BA MAN**
To develop a broad exposure to new approaches, techniques, and future trends in the management of personnel. A study of the major functions in personnel including job analysis, manpower planning, selection, performance evaluation, training, and wage and salary administration.

**ELECTIVE COURSES**

**ENT 3XXX Social Issues in Entrepreneurship (3) BA ENT**
This course focuses on various social and ethical issues impacting small businesses. While all firms, large or small are affected by social and ethical issues, this course addresses those most specific to the small business section. Emphasis will be given to the role of sustainability—not
only of the small business firm but also the environments in which they operate.

**ENT 4XXX Entrepreneurship Leadership (3) BA ENT**
PR: MAN 4802. This course focuses on entrepreneurial leaders and the experiences that have lead to their success and failures. Guest speaker entrepreneurs will present their experiences to the class and engage in open discussion with the students. Concepts conveyed by the speakers will be expanded upon by the instructor after each presentation.

**MAN 4402 Employment Laws (3) BA MAN**
Federal and state regulation of the employment relationship, including wage and hour laws; EEO; affirmative action programs; employee benefits; insurance; workers' compensation, safety, health, employee's personal rights; collective bargaining legislation.

**MAN 4600 International Management (3) BA MAN**
PR: MAN 3025, Senior Standing or CI. Examines the effects of international cultural differences on business practices within and outside the United States and provides methods to build synergies and establish/enhance competitive advantage via those differences.

**MAR 3400 Professional Selling (3) BA MKT**
PR: MAR 3023 or CI. A study of the stages of the professional selling process, and the role of sales in today's marketing environment. Emphasis on learning adaptive selling techniques and developing effective interpersonal communications skills. Sales careers are examined.

**MAR 3613 Marketing Research (3) BA MKT**
PR: QMB 2100, MAR 3023. A study of research methods and techniques applicable to problem solving in marketing. Attention is also given to defining information needs, determining the value of information, interpreting and reporting information for use in marketing decision making.

**MAR 4231 Retailing Management (3) BA MKT**
PR: MAR 3023. A comprehensive study of the retailing structure, institutions, and environment. Includes pertinent management theories and practices in analyzing, organizing, planning and controlling retail operations, both large and small.

**MAR 4503 Buyer Behavior (3) BA MKT**
PR: MAR 3023. A study of the basic concepts of buyer behavior, including pre- and post-purchase attitudes and behavior patterns, information processing relating to the functional areas of marketing and the buyer's decision-making process. Managerial applications to marketing are emphasized.

**ACG 3341 Cost Accounting and Control I (3) BA ACC**
PR: ACG 2071 with a grade of "C" or better; ACG 2021 with a grade of "C" or better. Deals with cost accounting systems for different entities, cost behavior patterns, cost-volume-profit analysis, relevant information for decision making, and budgets and standard costs for planning and control.

**ECO 3703 International Economics MW (3) BA ECN**

**FIN 4461 Financial Statement Analysis (3) BA FIN**
PR: FIN 3403. Provides an understanding of the relationship between financial statements produced in accordance with GAAP and the informational content such statements provide. After completing the course, the student should have a better understanding of the usefulness of published financial statements to various users in a variety of circumstances.
use of business-based software for support of managerial decisions.

**ISM 3113 Systems Analysis and Design (3) BA QMB**
PR: ISM 3011 with a grade of "C" or better (not C-). The course presents concepts, procedures, and tools needed to build computer-based information systems. The objective is to develop project management, data collection, analysis, design, testing and documentation skills.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.

N/A

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

No additional special accreditation for this major—the major would be included in AACSB International accreditation as discussed above.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

N/A

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

Delivery for the new major will primarily follow the traditional model of on-campus predominately in class with some on-line delivery for selected classes. No specialized services are required.

IX. Faculty Participation

A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include
(a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Faculty participation as described below in Table 4 (See Appendix A) is based upon the use of courses throughout the existing curriculum and is scheduled for instruction with or without the new major and minor except for the new courses offered as a part of this proposal. See also Appendix E for vitae of instructors primarily dedicated to entrepreneurship courses.

B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

As previously discussed, no additional costs are associated with the delivery of this major. Courses will be allocated to exiting lines within the various disciplines.

X. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Theses</th>
<th>Dissertations</th>
<th>Professional Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
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</tbody>
</table>

XI. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

The College of Business as well as the university as a whole has shown continuous growth in both credit hours and total headcount continuously over the past five years. This growth is further evidenced by the steady increase in degrees awarded. Currently the university serves 6,004 students (3,900 home campus students and 2104 system-wide students taking classes on our campus). These enrollment and graduation trends are highlighted in Appendix B.
Other College of Business Milestones and relevant information includes the following:

AACSB Accreditation: AACSB international accreditations for COB and POA; only 5% of business programs are accredited worldwide by the AACSB, the premier accrediting body for business schools.

AACSB Academically Qualified Research Faculty Supporting the Philosophy, Mission and Values for COB Accreditation: For the 5-year period Fall 2004 to Fall 2009, our faculty have authored:

- 518 intellectual contributions
- 204 peer reviewed articles have been published in 201 recognized journals
- 3.40 publications per faculty

The Aspen Institutes - Beyond Grey Pinstripes' RANKING for USF SP's Program of Distinction in Social Responsibility:
- Fall 2009—36th in the Top Global 100 (only Florida school in the ranking)

2008-2009 Florida Outstanding Accounting Educator Award:
Gerald Lander, PhD - Presented by Florida Institute of Certified Public Accountants

Undergraduate Program Faculty: Fulltime: 34 — Part-time: 19 — Total: 54

Honor Societies:
Beta Gamma Sigma (BGS) - Business
Omicron Delta Epsilon (ODE) - Economics

Student Organizations
Beta Alpha Psi (BAP) - Accounting
E Club—Entrepreneurship
Student Business Organization (SBO)

Community Support & Initiatives
- Art in the PARC—2008, 2009

- Wacky Wednesday—2008 —sponsored by Bank of America with contributions from Busch Gardens and Tampa Bay Rays—(approx. 125—4th graders learning to create and run a theme park business based on computer game: Rollercoaster Tycoon)

- Invest for Success—2009 (approx. 200—4th graders learn how to invest in the stock market based on computer game created by one of our students) as part of MAN 4930 Project Management class developed by Professor Mary Jo Jackson.

- ABC’s of Florida Ethics—4 credit hrs of CPE for CPA renewal—presented by Beta Alpha Psi (BAP), the COB and sponsored by Gregory, Sharer & Stuart—2008, 2009 & 5/14/10
XII. Non-Faculty Resources

a. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university’s students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

The Nelson Poynter Memorial Library physically located at the University of South Florida St. Petersburg (USFSP), houses an extensive collection of materials that support the educational, research, and service missions of USF St. Petersburg. USF St. Petersburg faculty, staff, and students have on-site access to the Poynter Library’s collection of over 300,000 items, including 232,231 monographs, 571 current periodical and serial subscriptions, ten newspaper subscriptions, and 7,661 audiovisual titles. USFSP faculty, staff, and students also have efficient interlibrary loan access or in-person borrowing privileges to resources of all libraries of the USF System as well as to resources held by other local institutions of higher learning through a series of formal agreements. The shared electronic resources of the libraries of the USF System are available at all times, except for brief system maintenance. Currently, the USF Tampa Libraries, on behalf of all libraries within the USF System, subscribe to over 800 proprietary databases including EBSCO’s Academic Search Premier, Business Source Premier, Web of Science, ProQuest Dissertations and Theses Full Text; over 26,000 electronic journals including journal packages from the leading publishers including Elsevier, Taylor & Francis, Wiley, Springer, Sage, Oxford University Press, University of Chicago, Cambridge University Press and all collections from JSTOR; and over 353,000 electronic books including the latest imprints to historical volumes from the British Library. The collection represents purchased eBooks from such collections as NetLibrary, Ebrary, Springer, ProQuest, Gale, Readex, and Palgrave MacMillan. Also available are 1,348,700 images including ArtStor, the Alinari collection, Camio, and custom purchases from Saskia. The System subscribes to eighteen Business Datasets including WRDS providing access to CRSP, Audit analytics, Compustat, Datastream advance, I/B/E/S, KLD, ComScore and includes eleven other business datasets from such entities as Dow-Jones and the SEC. The USF system is also a member of Inter-University Consortium for Political and Social Research providing ICPASR Direct for data sets in the social sciences. All of these resources are available remotely to currently affiliated USF students, faculty and staff through the use of Net ID or an authenticated server.

In addition to sharing resources with other libraries in the USF System, USF St. Petersburg's Poynter Library is a member of Lyrasis, a newly formed consortium created by the merger of the Southeastern Library Network and PALINET. The Poynter Library is also a full member of the Florida Library Information Network (FLIN), and the Tampa Bay Library Consortium (TBLC). Through participation in
these networks, students and faculty borrow materials freely within the state, throughout the United States and, when possible internationally. Daily courier service expedites interlibrary loan borrowing and lending, and Ariel technologies provide desktop delivery of digitized articles.

Library holdings specifically dedicated to the College of Business includes:

**COLLEGE OF BUSINESS COLLECTION ASSESSMENT**

The Nelson Poynter Memorial Library at the University of South Florida supports the College of Business with 26,166 academic monographs; 4,424 electronic journals; and many, if not most, of the major proprietary business databases and electronic resources. Monographic acquisitions commitment is strong, and the library has a Collection Level Rating of 3C-4, appropriate for master's level and/or independent research.

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<th>Books</th>
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<td>HA1-4737</td>
<td>Statistics</td>
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<td>HB1-3840</td>
<td>Economic theory; Demography</td>
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<td>HC10-1085</td>
<td>Economic history and conditions</td>
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<td>HD28-9999</td>
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<td>Telecommunication industry.</td>
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<td>HE8701-9715</td>
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<td>HG1-9999</td>
<td>Finance</td>
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<td>HJ9-9940</td>
<td>Public finance</td>
<td>674</td>
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<tr>
<td>HT321-325</td>
<td>The city as an economic factor</td>
<td>40</td>
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<td>HT388</td>
<td>Regional economics.</td>
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<td>HT675-690</td>
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<td>K1000-1395</td>
<td>Commercial law</td>
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<td>K3820-3836</td>
<td>Law of Economic policy</td>
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<td>K3840-4375</td>
<td>Regulation of industry, trade, Commerce. Occupational law.</td>
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<tr>
<td>K4430-4675</td>
<td>Public finance law</td>
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<table>
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<td>T11.95-12.5</td>
<td>Industrial directories</td>
<td>60</td>
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<td>T58.4</td>
<td>Managerial control systems</td>
<td>103</td>
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<td>T58.5-58.64</td>
<td>Information technology</td>
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<td>T58.6-58.62</td>
<td>Management information systems</td>
<td>85</td>
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<td>T58.7-58.8</td>
<td>Production/Manufacturing capacity</td>
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<tr>
<td>T60-60.8</td>
<td>Work measurement</td>
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<tr>
<td>T201-342</td>
<td>Patents. Trademarks</td>
<td>24</td>
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<tr>
<td>TD194-195</td>
<td>Environmental effects of industries</td>
<td>114</td>
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<tr>
<td>TJ807-830</td>
<td>Renewable energy sources</td>
<td>38</td>
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<tr>
<td>TS1-2301</td>
<td>Manufactures</td>
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**Subtotal Class T: Business Technology & IT**

| 799 |

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**Electronic Resources in Business**

- ABI/INFORM ProQuest Archive complete
- ABI/INFORM ProQuest Dateline
- ABI/INFORM ProQuest Global
- ABI/INFORM ProQuest Trade and Industry
- Academic Search Premier
- Business & Management Practices (OCLC)
- Business Plans Handbook vols. 6-10 e-reference
- Business Source Premier (Ebsco)
- CCH Accounting Research Manager
- CCH Tax Research Network
- Conference Board: Business, Knowledge, Research
- D&B Key Business Ratios
- D&B's Million Dollar Databases
- EIU Executive Briefing
- Gale Business & Company Resource Center
- Gale RDS (Responsive Database Services) Business and industry
- Gale EconLit
- Gale General Business File ASAP
- Gale RDS TableBase

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Hoover's Company Records
Hospitality & Tourism complete (Ebsco)
IBISWorld
International Directory of Company Histories multi-volume e-reference
Invest Text Plus Archive (Publication Ceased)
Lexis Nexis Academic
MarketLine Business Information Centre by Datamonitor
Manufacturing and Distribution USA - 5th ed.
Mergentonline/FIS-Online
Net Library
NewsBank Access World News
ReferenceUSA
Reuters Business Insights - Strategic Market Analysis
RIA Checkpoint
SRDS Media Solutions
Source OECD (Organisation for Economic Co-operation and Development)
Standard & Poor's NetAdvantage
ValueLine
Wall Street Journal (Eastern ed.)
Wall Street Journal (Proquest Historical Backfile)
Wilson Business Full Text
World News Connection
Worldscope—FirstSearch

Electronic Journals in Business, Finance & Management

Total all categories: 4,424
Accounting & Auditing: 171
Actuarial Science, Insurance & Risk Management: 108
Business Management: 1,064
E-commerce: 95
Entrepreneurship: 41
Economics 1,341

32
Finance: 653
General Business: 2,236
Investment: 350
International Business & Transnational corporation: 204
Marketing and Sales: 511
Material & Supply Chain Management: 96
Multimodal transport and logistics: 118
Operations Research: 81
Organization communication & Business Writing: 66
Organizational Psychology: 66
Personnel management & Training: 173
Projects and consultancies: 28
Public Relations: 50
Quality Management: 79
Stocks & Shares: 84
Strategic Management & Business Policy: 161
Trade & Commerce: 431

NetLibrary Business, Economics and Management Reference Collection

Accounting Dictionary. Inglés-Español, Español-Inglés, Español-Español: Diccionario De Contabilidad
Administrative Assistant's & Secretary's Handbook
Advanced Dictionary of Marketing: Putting Theory to Use
Affirmative Action: A Reference Handbook
Agricultural Crisis in America: A Reference Handbook
Almanac of American Employers, 2002-2003
American Generations: Who They Are and How They Live
5Th ed. American Incomes: Demographics of Who Has Money
5Th ed. The American Marketplace: Demographics and Spending Patterns
Best Jobs for the 21st Century
JIST's Best Jobs Series
A Biographical Dictionary of Dissenting Economists

33
Biomass Assessment Handbook: Bioenergy for a Sustainable Environment
Blackwell Encyclopedic Dictionary of Accounting
Blackwell Encyclopedic Dictionary of Business Ethics
Blackwell Encyclopedic Dictionary of Finance
Blackwell Encyclopedic Dictionary of Management Information Systems
Blackwell Encyclopedia of Management
Blackwell Encyclopedic Dictionary of Managerial Economics
Blackwell Encyclopedic Dictionary of Marketing
Blackwell Encyclopedic Dictionary of Strategic Management
Business of Food: Encyclopedia of the Food and Drink Industries
Business Statistics of the United States
Bernan Press U.S. Databook Series
BusinessWeek Guide to the Best Business Schools
Concise Encyclopedia of Professional Services Marketing
Dictionary and Introduction to Global Environmental Governance
Dictionary of Accounting Terms
Dictionary of Banking Terms
Barron's Business Guides Dictionary of Business Terms
Barron's Business Guides Dictionary of E-business: A Definitive Guide to Technology and Business Terms
Dictionary of Finance and Investment Terms
Dictionary of Financial Engineering
Wiley Series in Financial Engineering
Dictionary of International Business Terms
Dictionary of Marketing Terms
Barron's Business Guides Dictionary of Real Estate Terms
The Diversity Training Handbook: A Practical Guide to Understanding and Changing Attitudes
Encyclopedia of African American Business History
Encyclopedia of E-collaboration
Encyclopedia of Energy
Encyclopedia of Money
Encyclopedia of Production and Manufacturing Management

34
Encyclopedia of Tariffs and Trade in U.S. History. Volume 2, Debating the Issues, Selected Primary Documents
Encyclopedia of Tariffs and Trade in U.S. History. Volume 3, Texts of the Tariffs
Enhanced Occupational Outlook Handbook
Fifty Major Economists
2nd ed. Financing Innovation in the United States, 1870 to the Present
Foreign Trade of the United States: Including State and Metro Area Export Data
Handbook of Employee Reward Management and Practice
Handbook of Islamic Banking
Elgar Original Reference Handbook of Model Job Descriptions
Rev. ed. Handbook of Organizational Creativity
Handbook of Project Management: A Practical Guide to Effective Policies, Techniques and Processes
Rev. 2nd ed. Handbook of Qualitative Research Methods in Entrepreneurship
Handbook of Qualitative Research Methods in Marketing
Handbook of Research in Entrepreneurship Education. Volume 1, a General Perspective
Handbook of Research in International Human Resource Management
LEA's Organization and Management Series Handbook of Research on Family Business
Handbook of Research on Techno-entrepreneurship
Elgar Original Reference Handbook of Service Industries
Elgar Original Reference Handbook of Sustainable Development
Handbook on the Economics of Happiness
Elgar Original Reference Handbook on the Economics of Sport
Elgar Original Reference Handbook on Women in Business and Management
Historical Dictionary of the International Monetary Fund
Historical Dictionaries of International Organizations Series; No. 17
International Dictionary of Accounting Acronyms
International Dictionary of Insurance and Finance
International Handbook on Environmental Technology Management
Elgar Original Reference Landmarks in Modern American Business
Magill's Choice The Little Book on External Debt 2006
   Little Data Book 2005
   The Little Green Data Book 2005
   Little Green Data Book 2006
   Nuclear Power: A Reference Handbook
O*NET Dictionary of Occupational Titles
Occupational Outlook Handbook
The Oxford Handbook of Economic Geography
Plunkett's Biotech & Genetics Industry Almanac: The Only Comprehensive Guide to Biotech Companies and Trends
Plunkett's Consulting Industry Almanac: The Only Comprehensive Guide to the Consulting Industry
Plunkett's E-commerce & Internet Business Almanac
Plunkett's Employers' Internet Sites with Careers Information, 2002-2003: The Only Guide to America's Hottest Corporate Internet Sites for Job Seekers
36


Plunkett's Real Estate & Construction Industry Almanac

Plunkett's Retail Industry Almanac 2001-2002: The Only Comprehensive Guide to Retail Companies and Trends

Plunkett's Retail Industry Almanac, 2004

Routledge Encyclopedia of International Political Economy. Volume 1, Entries A-F

Speeches of the American Presidents

Standard & Poor's 500 Guide

2009 ed. Stock Investor's Pocket Calculator: A Quick Guide to All the Formulas and Ratios You Need to Invest Like a Pro

Tobacco Industry and Smoking

VGM's Careers Encyclopedia

Who's Buying By Race and Hispanic Origin

Who's Buying Series Who's Buying Executive Summary of Household Spending

Who's Buying Series Who's Who in Economics

World Development Indicators 2006

World Economic Situation and Prospects 2006

World Economy Development Centre Studies

NetLibrary non-Reference Business & Economics E-Books: 3,410 Titles with Subject Business, Economics, or Finance

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<td>HB - ECONOMICS</td>
<td>38</td>
</tr>
<tr>
<td>HC - ECONOMIC HISTORY (REGION)</td>
<td>66</td>
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<tr>
<td>HD - ECONOMIC HISTORY (SUBJECT)</td>
<td>213</td>
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<td>HE - TRANSPORT &amp; COMMUN</td>
<td>13</td>
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<tr>
<td>HF – COMMERCE</td>
<td>93</td>
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<tr>
<td>HG - FINANCE</td>
<td>67</td>
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<td>HJ - PUBLIC FINANCE</td>
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$57.32
$1,494.74
$2,213.29
$7,516.22
$447.05
$3,377.19
$2,659.74
$190.03

37
07012008 to 06302009 TOTAL
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<th>Cost</th>
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<td>HB - ECONOMICS</td>
<td>13</td>
<td>$331.77</td>
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<td>HC - ECONOMIC HISTORY (REGION)</td>
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<td>HD - ECONOMIC HISTORY (SUBJECT)</td>
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<td>$2,769.23</td>
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<td>HE - TRANSPORT &amp; COMMUNICATION</td>
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<td>HF - COMMERCE</td>
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<td>$1,575.17</td>
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<td>$44.20</td>
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07012007 to 06302008 TOTAL
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<td>KF - LAW-U.S.</td>
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<td>KFF - LAW-FLORIDA</td>
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<td>T - TECHNOLOGY (GENERAL &amp; IT)</td>
<td>5</td>
<td>$155.43</td>
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<tr>
<td>TS - MANUFACTURES</td>
<td>1</td>
<td>$28.66</td>
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</table>

b. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

_________________________________________
Library Dean

_________________________________________
Date
c. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

Classrooms available at USFSP include 54 classrooms with seating capacity of 2,095.

d. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

None anticipated.

e. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

All classrooms are equipped with current technology for multi-media presentations. No additional resources are needed.

f. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.

None.

g. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.

N/A
h. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

A recent endowment by Dr. Gus Stavros has provided $150,000 for entrepreneurship scholarships. Details are currently being developed for criteria, amounts, and duration.

J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Within Pinellas County there are approximately 21,000 small businesses with sales in excess of $500,000. Each of these firms represents a potential location for internships, class projects, student consulting activities, or experiential learning opportunities.

K. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

N/A
APPENDIX A
### TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)

<table>
<thead>
<tr>
<th>Source of Students (Non-duplicated headcount in any given year)*</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
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<tr>
<td>Upper-level students who are transferring from other majors within the university**</td>
<td>16</td>
<td>12</td>
<td>20</td>
<td>15</td>
<td>20</td>
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<tr>
<td>Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***</td>
<td>15</td>
<td>11.25</td>
<td>35</td>
<td>26.25</td>
<td>61</td>
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### Transfers to the upper level

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<th>30</th>
<th>22.5</th>
<th>30</th>
<th>22.5</th>
<th>30</th>
<th>22.5</th>
<th>30</th>
<th>22.5</th>
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<td>Florida community college transfers to the upper level***</td>
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<td></td>
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<tr>
<td>Transfers to the upper level from other Florida colleges and universities***</td>
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<td>0</td>
<td>10</td>
<td>7.5</td>
<td>10</td>
<td>7.5</td>
<td>10</td>
<td>7.5</td>
<td>10</td>
<td>7.5</td>
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<td>Transfers from out of state colleges and universities***</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.55</td>
<td>1</td>
<td>0.55</td>
<td>3</td>
<td>2.25</td>
<td>5</td>
<td>3.75</td>
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<tr>
<td>Other (Explain)***</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Totals</strong></td>
<td>56</td>
<td>42</td>
<td>96</td>
<td>71.8</td>
<td>122</td>
<td>91.3</td>
<td>143</td>
<td>107.25</td>
<td>170</td>
<td>127.5</td>
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</tbody>
</table>

* List projected annual headcount of enrolled students majoring in the program.
** If numbers appear in this category, they should go DOWN in later years.
*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.
### TABLE 2
**PROJECTED COSTS AND FUNDING SOURCES**

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Year 1</th>
<th>Year 5</th>
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<td>Funding Source</td>
<td>Subtotal E&amp;G and C&amp;G</td>
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<td>Reallocated Base* (E&amp;G)</td>
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<td>Enrollment Growth (E&amp;G)</td>
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<td></td>
<td>Other New Recurring (E&amp;G)</td>
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<td></td>
<td>New Non-Recurring (E&amp;G)</td>
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<td></td>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td>$0</td>
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<tr>
<td>Faculty Salaries and Benefits</td>
<td>45,500</td>
<td>150,000</td>
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<td>A &amp; P Salaries and Benefits</td>
<td>$0</td>
<td>0</td>
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<tr>
<td>USPS Salaries and Benefits</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Other Personnel Services</td>
<td>$14,000</td>
<td>30,000</td>
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<tr>
<td>Assistantships &amp; Fellowships</td>
<td>$0</td>
<td>0</td>
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<tr>
<td>Library</td>
<td>$0</td>
<td>0</td>
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<tr>
<td>Expenses</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Operating Capital Outlay</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Special Categories</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$59,500</td>
<td>$180,000</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.
**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.
***Identify if non-recurring.

#### Calculated Cost per Student FTE

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$59,500</td>
<td>$180,000</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>42</td>
<td>127.5</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$1,416</td>
<td>$1,412</td>
</tr>
</tbody>
</table>

#### Faculty and Staff Summary

<table>
<thead>
<tr>
<th>Total Positions (person-years)</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>.25</td>
<td>0</td>
</tr>
<tr>
<td>A &amp; P</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>USPS</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS

<table>
<thead>
<tr>
<th>Program and/or E&amp;G account from which current funds will be reallocated during Year 1</th>
<th>Base before reallocation</th>
<th>Amount to be reallocated</th>
<th>Base after reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>140500 Management</td>
<td>104,000</td>
<td>59,500</td>
<td>$44,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>$104,000</td>
<td>$59,500</td>
<td>$44,500</td>
</tr>
<tr>
<td>Faculty Code</td>
<td>Faculty Name or &quot;New Hire&quot; Highest Degree Held Academic Discipline or Specialty</td>
<td>Rank</td>
<td>Contract Status</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td>A</td>
<td>William T. Jackson, D.B.A. Management</td>
<td>Professor</td>
<td>Tenure Track</td>
</tr>
<tr>
<td>A</td>
<td>Mary Jo Jackson, PhD Management</td>
<td>Associate Professor</td>
<td>Visiting</td>
</tr>
<tr>
<td>A</td>
<td>Michael Luckett, PhD Marketing</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>A</td>
<td>Karen Braunsberger, PhD Marketing</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>A</td>
<td>Tom Ainscough, PhD Marketing</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>A</td>
<td>Alison Watkins, PhD Information Systems Management</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>A</td>
<td>Thomas Carter, PhD Economics</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>A</td>
<td>Sharon Segrest, PhD Management</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
</tr>
<tr>
<td>A</td>
<td>Charles Park, M.B.A. Management</td>
<td>Instructor</td>
<td>Visiting</td>
</tr>
<tr>
<td>A</td>
<td>William Carnes, J.D. Management</td>
<td>Lecturer</td>
<td>Annual</td>
</tr>
<tr>
<td>A</td>
<td>Daniel Scott, M.B.A. Management</td>
<td>Lecturer</td>
<td>Annual</td>
</tr>
<tr>
<td>A</td>
<td>Mario Iezzoni, M.B.A. Management</td>
<td>Lecturer</td>
<td>Annual</td>
</tr>
<tr>
<td>A</td>
<td>TBD</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
</tr>
</tbody>
</table>

<p>| Total Person-Years (PY) | 3.27 | 7.94 |</p>
<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Source of Funding</th>
<th>PY Workload by Budget Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Existing faculty on a regular line</td>
<td>Year 1: $63,000.00</td>
</tr>
<tr>
<td>B</td>
<td>New faculty to be hired on a vacant line</td>
<td>Year 5: $427,800.00</td>
</tr>
<tr>
<td>C</td>
<td>New faculty to be hired on a new line</td>
<td>Year 5: 0.00</td>
</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/grants</td>
<td>Year 5: 0.00</td>
</tr>
<tr>
<td>E</td>
<td>New faculty to be hired on contracts/grants</td>
<td>Year 5: 0.00</td>
</tr>
</tbody>
</table>

Overall Totals for Year 1: $103,000.00
Overall Totals for Year 5: $427,800.00
APPENDIX B
Applied/Accepted/Enrolled Trends

Selected Parameters
- Campus: UTEP El Paso
- College: Business/IFISPP
- Department: All Departments
- Major: All Majors
- Gender: All
- Ethnicity: All

Degrees Awarded Trends

Student Headcount Trends

- Undergraduate
- Graduate
- Non-Degree Seeking
APPENDIX C
ENDORSEMENTS
April 14, 2010

Dear Members of the USF Board of Trustees:

I have reviewed the College of Business proposal for a Major and Minor in Entrepreneurship. The ability for students in the College of Arts and Sciences to supplement their degrees with a minor in this program will most certainly add potential for their success and career readiness. The Dean's from both colleges have met throughout the vetting process and have found many avenues of synergy.

I fully endorse this exciting program and encourage you to support the proposal.

Sincerely,

[Signature]

Frank Biatora, Ph.D.
Professor and Dean
E-mail to Committee:

Bill Jackson has requested a meeting and vote on the attached proposal for a new major in entrepreneurship. It seems appropriate to have some discussion of it before a vote. Could we do all of this through e-mail over the next couple of days? If so please reply to all with any feedback/comments/concerns that you have. If not then we will need to meet. Please hold off on voting until everyone has had a chance to respond with comments.

Dan

Committee E-mail Feedback on Proposal(s):

Dan,

My comments regarding the proposed Entrepreneurship major are as follows:

[1] I think one of the most important issues is whether we can start this major without spending additional resources or hiring additional faculty. I believe there is value in having a specific major focused on Entrepreneurship, but do not think the Management faculty (or any other of the COB disciplines) should need to take on additional duties (teaching assignments, etc.) if that is what this new major requires.

[2] As for the FIN classes listed, the two chosen as possible electives are good choices in my opinion. However, the "Working Capital Management" course has not (to my knowledge) been taught on this campus since my arrival 7 years ago. In addition, the other FIN course "Analysis of Financial Statements" is offered sporadically on this campus and has always been taught by an adjunct faculty member.

[3] Since there is a large list of potential electives, it may cause this major to lack any type of focus. Is there a way to build a more parsimonious package of degree requirements for this major that could be expanded later as our experience/feedback allows us to identify the most appropriate courses for these students?

Thanks again for letting me present in your class tonight!

Todd

The main problem I see is that we will be shifting students from one program to another. Management students will be enticed to take the entrepreneurship route. I still don't see where we are growing a new program with new students. The program takes existing courses and, for the most part, existing students. Only one new course is identified.
Basically, I endorse the concept. Not sure if we are going to gain anything. If approved, we could end up with new courses that only attract a few students but courses that MUST be offered to allow students to finish the degree. This could be a strain on already scarce faculty resources.

Grover

Dan,

Three things on the proposed major, based on the list below:

1. If this is going to be offered in the area of ENT rather than MAN, it seems to me that as many of the ENT courses as possible should be required, and as many of the MAN as possible be electives.
2. Overall, reduce the number of electives.
3. I don’t understand the rationale of ECO 3703, International Econ., in this major (other than it is a regularly offered course).

Rick.

Dan,

I have two suggestions and a recommendation.

I suggest removing ISM3232 Business Application Development from the list of electives and replacing it with ISM3113 Systems Analysis and Design. There are a number of reasons for this, one of which is the greater immediate relevance of the skills and tools introduced to entrepreneurs. Clearly, there should be some dialogue within the discipline before such a change is confirmed: I will endeavor to facilitate this.

I recommend that the UCAC carefully consider the resource implications of the proposal. I am very keen to see new programs that ‘leverage’ our existing offerings in a sort of matrix structure so that (for instance) the number of folks taking ISM3113 Systems Analysis and Design increases as we offer it to IS majors and minors AND Entrepreneurship majors and minors. Although I appreciate the need for specific specialist courses in such a ‘matrix’ to support the new major and minor, I would advocate prudence. I find it very difficult to justify the development of new courses when we have so recently ‘pruned’ so many (splendid) electives from existing majors for want of staff to teach them.

Finally, I suggest that the UCAC carefully review the course numbers and – more importantly, the course prefixes - used and proposed. There is a need to ‘fit’ what we have and what we propose into the wider State University and University of South Florida systems of departments, majors and programs as well as our own catalog and budget. Can we use ENT without having an ENT ‘discipline’ or ‘department’?

Chris
I concur that ISM 3232 is the wrong class. I am not certain why they would take Systems Analysis and Design. I assume they must take the same business core so would already have ISM 3011.

Is there any reason they should take the SAD class? I think there are other classes that would be more useful to entrepreneurship students. Do other programs include the SAD?

Grover

Dan,

My suggestions re: Entrepreneurship major/minor --

ENT Major:

Include ENT courses for Internship and Independent Study
The marketing classes suggested are offered on a regular basis, so their inclusion as electives does not seem to be problematic.
ENT Minor for Non-Business:

Clarify the PRs (specifically ACG 2021/ACG 2071) for the ENT 4802 course.

Mike

Voting:

I have 4 yes votes so it appears that it has passed.

Dan
Undergraduate Council Minutes
Friday April 2nd 2010, Conference Room DAV 108

Faculty Present: Michael Luckett (Chair), James Kessenides, Seth McKee, Deanna Bullard, Karin Braunsberger, Michael Sampson, Kaya van Beynen (Secretary)

Regrets: Jennifer Khattabi

Guest: Bill Jackson

Meeting: Called to order at 10:00 by Michael Luckett

Old Business: Minutes from 2/26/10 meeting approved.

New Business:
New COB Program Proposal – Major and Minor in Entrepreneurship:
Bill Jackson, Associate Dean from the COB, came to the UGC meeting to answer any questions and discuss the proposed new Major and Minor in Entrepreneurship program at USFSP. The program goal is to meet the deadlines to begin Fall 2010 and to be listed in the 2011/12 catalog.

This is one of the most popular emerging majors in Higher Education. Currently Florida State has the only true major in Entrepreneurship, while 2 other FL public universities offer concentrations. USF Tampa has approved a minor in Entrepreneurship, and plan to start developing a full major in Fall 2010. Locally, the University of Tampa has a full-fledged Entrepreneurship major. The minor will be open to students in any of the USFSP colleges and will require only 15 credit hours.

The GPA requirements will be the same as for all COB programs. To create the new Program, only need to add 3 new courses – one of which has already been taught as a Special Topics course. Bill Jackson will be the head of the new program and will be joined by 2 Professionally Qualified adjunct instructors.

Several changes still need to be made to the program proposal – namely, Tables 2 & 3 regarding the cost of the new program, need to be adjusted to meet SUS format guidelines. In the new course proposals, 2 things need to be added to the syllabi – need to include a key assignment, and need to include course learning objectives.

Pending changes, Michael S. moved to approve, Karin seconded, all members of the UGC vote in approval.

Future Business:
Faculty in the COB are working on creating a new Major Global Business and a new minor in Health Care Administration. Faculty in the CAS are working on a new B.Sc. in Integrative Health Sciences and several new class proposals.
Schedule of Future Meetings:
Thursday April 22nd at 10 am. Hopefully, this should be the last meeting of the 2009/2010 academic year.

Meeting adjourned at 11:00.
APPENDIX D
NEW COURSE SYLLABI
[2] UNIVERSITY/COLLEGE OF BUSINESS SECTION

Academic Dishonesty:

See USF Policy on Academic Dishonesty and Disruption of Academic Process at www.ugs.usf.edu/catalogs/0304/adadap.htm

Because of the University’s commitment to academic integrity, plagiarism or cheating on course work or on examinations will result in penalties that may include a grade of “F” for the specific exam or course work and a grade of “F” or “FF” for the course. Any incident of academic dishonesty will be reported to the Dean of the College. Definitions and punishment guidelines for Plagiarism, Cheating, and Student Disruption of the Academic Process may be found at the web address listed above.

Students with Disabilities:

Please notify your professor if you have a learning disability or require special assistance with this course. Confidential personal and learning assistance counseling are made available to students through the Division of Student Affairs. Contact R. Barry McDowell (mcdowell@stpt.usf.edu) for more information.

Religious Holidays:

Students who must miss an examination due to a religious holiday should notify the professor during the first two weeks of class.
[1] COURSE SPECIFIC SECTION

Course prerequisite:
The following are required prerequisites for the course: MAN 4802.

Course Description:
This course is focused on the process of idea generation, innovation, creativity and execution for small business ventures. Students will be exposed to the process of innovation as well as the execution of business plan generation.

Objectives:
Students will be able to demonstrate an understanding of:

- the process of idea generation
- the differences between business ideas and business opportunities
- the relationship of various functional activity within a small business
- the process of gauging feasibility of a business idea
- culminating in the development of a business plan

Required Text:
Articles assigned by the instructor.

Instruction Method:
While there will be some formal lectures, a large portion of this class involves direction interaction between members of the group in articulating a business idea and the development of a business plan to support the concept. Class will also be supplemented by numerous guest speakers throughout the semester. You will be expected to come to each class prepared to participate.

Course Assignments:
There will be two papers to be completed for the course. The first paper is to identify two unmet needs in the market and prepare a short paper (no longer than three pages) addressing these unmet needs. The first step in this process is to examine market trends and societal changes in order to evaluate the impact that these trends and changes will have on the market. Examples of broad market trends and societal changes might include the aging of the population, changing lifestyles, women in the workplace, health care, deregulation, genetic research and technology. The second aspect of the first paper requires you to identify a market need that is currently not being met or a market niche that is not being well served.

The second paper is the actual development of a business plan that extends from the concept generation in paper one.

Determination of Final Grade:

<table>
<thead>
<tr>
<th>Paper one—Concept generation</th>
<th>150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper two—Business Plan</td>
<td>600</td>
</tr>
<tr>
<td>2 exams @ 125 points</td>
<td>250</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>
Assignment Descriptions:

Case Presentations:
Each week, one group is identified to make a presentation of the case assigned for that week. The format for this is:
1) Case Overview
2) Discussion of the questions at the end of each case
3) Submission of three outside sources that address the issues included in the case. These outside sources can be material on the company being discussed, material of other companies facing the same issue, or material in general that addresses the issue.

Even though groups will be presenting the assigned material, it is the responsibility of each student to have read each case and to be prepared to engage in open discussion of the topic.

Exams:
Three regular exams will be administered throughout the semester. Material included on the exams will come from chapter and outside reading, lectures, and handouts. The format of the exams can be any format to include short answer, essay, or multiple choice. The specific format will be announced prior to each exam. In addition to the three regular exams, there will also be a final exam. Make-up exams will not be given without clear documentation of the circumstances that justify absence during the exam. If a make-up exam is given, the time, date, location, and method of testing will be at the discretion of the instructor.

Discussion/Participation:
Each student is expected to make every effort to attend all classes and be prepared for open discussion. Two absences are allowed during the semester without a reduction of the participation grade. Each additional absence will result in a 10% reduction of the participation grade. Participation means much more that just attending class—taking an active and prepared approach to classroom discussion is expected from each student. A portion of the participation grade may be grades earned on class assignments or pop quizzes.
Likewise, every student is expected to contribute their fair share to each group assignment. A peer evaluation behavioral based rubric will be used to assess individual participation in group activity—a clear trend of limited participation will negatively impact this grading measurement.

Tentative Course Schedule:
- Class 1  Introduction, discussion of course requirement; group formation
- Class 2  Chapter 1/Readings
- Class 3  Chapters 2/Case Presentation(Group 1)/Readings
- Class 4  Chapter 3/Case Presentation (Group 2)/Readings
- Class 5  Exam 1
- Class 6  Chapter 4/Case Presentation (Group 3)/Readings
- Class 7  Chapter 5/Case Presentation (Group 4)/Readings
- Class 8  Chapter 6/Case Presentation (Group 5)/Readings
- Class 9  Exam 2
- Class 10  Chapter 7/Case Presentation(Group 6)/Readings
- Class 11  Chapter 8/Case Presentation (Group 7)/Readings
MAN 4XXX
SOCIAL ISSUES IN ENTREPRENEURSHIP

[1] COURSE SPECIFIC SECTION
Course prerequisites:
No prerequisites beyond good standing in the Bachelor's program or permission of the instructor.

Course Description:
This course focuses on various social and ethical issues impacting small businesses. While all firms, large or small are affected by social and ethical issues, this course addresses those most specific to the small business section. Emphasis will be given to the role of sustainability—not only of the small business firm but also the environments in which they operate.

Objectives:
Upon completion of this course students will be able to:
1) Recognize various levels of social responsibility of a small business firm
2) Understand the complexities of ethical behavior for small businesses
3) Understand the relationship between sustainability in the firm, community and the environment.

Required/Supplementary Text:
In addition to the required text above, students will be assigned various articles and other outside readings by the Professor.

Determination of Final Grade:
3 Exams @ 200 points
Final Exam
Case Presentations
Participation
Total
600 points
200 points
100 points
100 points
1000 points

In this class, based upon the points earned, the following grades will be awarded:
970-1000 A+
900-969 A
870-899 B+
800-869 B
770-799 C+
700-769 C
670-699 D+
600-669 D
<600 F

Required Course Content:
1) Business and Society Relationship
2) Corporate Citizenship
3) Social Responsibility
percent in light of either exceptional participation or for minimum participation.

[2] UNIVERSITY/COLLEGE OF BUSINESS SECTION

Academic Dishonesty:

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Because of the University's commitment to academic integrity, plagiarism or cheating on course work or on examinations will result in penalties that may include a grade of "F" for the specific exam or course work and a grade of "F" or "FF" for the course. Any incident of academic dishonesty will be reported to the Dean of the College. Definitions and punishment guidelines for Plagiarism, Cheating, and Student Disruption of the Academic Process may be found at the web address listed above.

Students with Disabilities:

Please notify your professor if you have a learning disability or require special assistance with this course. Confidential personal and learning assistance counseling are made available to students through the Division of Student Affairs. Contact R. Barry McDowell (mcdowell@stpt.usf.edu) for more information.

Religious Holidays:

Students who must miss an examination due to a religious holiday should notify the professor during the first two weeks of class.
[1] COURSE SPECIFIC SECTION

Course prerequisite and Grade Requirements:
MAN 4802 Entrepreneurship and Small Business Management or consent of the instructor.

Course Description:
This course focuses on entrepreneurial leaders and the experiences that have lead to their success and failures. Guest speaker entrepreneurs will present their experiences to the class and engage in open discussion with the students. Concepts conveyed by the speakers will be expanded upon by the instructor after each presentation.

Objectives:
Students will enhance their understanding of entrepreneurship by experiencing contact with various entrepreneur leaders from the community. This includes understanding the challenges, rewards, opportunity recognition, and impact to a community of initiating a self-venture. The "real world" experiences will complement the theory learned in the classroom.

Required/Supplementary Text:
A custom text will be developed based upon the coverage of speakers. Students will be expected to be prepared to discuss the topic of coverage of the invited speaker.

In addition, students will be required to read a popular press book involving an entrepreneur or entrepreneurial venture.
Various articles assigned by the Professor.

Determination of Final Grade:
Position paper on entrepreneurship 150
3 exams @ 100 points 300
Book Review 50
Total 500

Discussion/Participation—Each student is expected to make every effort to attend all classes and be prepared for open discussion. Therefore, for each absence beyond 2 that are not University sanctioned, there will be a 5% reduction of total grade.
In addition, the instructor reserves the right to increase or decrease a student’s grade up to 10
Key Leadership Skills and Perspectives Addressed in This Course:

<table>
<thead>
<tr>
<th>Interpersonal and Communication Skills</th>
<th>Analytical and Critical Thinking Skills</th>
<th>Information Technology Skills</th>
<th>Reflective Thinking and Experiential Learning</th>
<th>Ethical and Social Consciousness</th>
<th>Multicultural Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpersonal and Communication Skills—Group project; verbal discussions; presentation of Chapter and Case material.
Analytical and Critical Thinking Skills—Chapters and articles discussion; development of Case Discussions.
Reflective Thinking and Experiential Learning—Development of Case Discussion.
Ethical and Social Consciousness—Each chapter and case.

[2] UNIVERSITY/COLLEGE OF BUSINESS SECTION

Academic Dishonesty:
See USF Policy on Academic Dishonesty and Disruption of Academic Process at www.ugs.usf.edu/catalogs/0708/adadap.htm

Because of the University’s commitment to academic integrity, plagiarism or cheating on course work or on examinations will result in penalties that may include a grade of “F” for the specific exam or course work and a grade of “F” or “FF” for the course. Any incident of academic dishonesty will be reported to the Dean of the College. Definitions and punishment guidelines for Plagiarism, Cheating, and Student Disruption of the Academic Process may be found at the web address listed above.

Students with Disabilities:
Please notify your professor if you have a learning disability or require special assistance with this course. Confidential personal and learning assistance counseling are made available to students through the Division of Student Affairs. Contact R. Barry McDowell (mcdowell@stot.usf.edu) for more information.

Religious Holidays:
Students who must miss an examination due to a religious holiday should notify the professor during the first two weeks of class.
APPENDIX E

VITAE
WILLIAM T. JACKSON

University of South Florida, St. Petersburg 100 4th Ave. S. #421
140 Seventh Ave. S., Piano Man 101A St. Petersburg, Fl 33701
St. Petersburg, Fl 33701-5016 (423) 364-9925
(727) 873-4892/wtj@mail.usf.edu

EDUCATION

December 1991 Memphis State University, Memphis, TN
Degree: D.B.A.
Major: Management
Minors: Marketing
Health Care Administration

December 1980 Troy State University, Troy, AL
Degree: Master of Science in Business Management

August 1975 The University of Alabama, Tuscaloosa, AL
Degree: Bachelor of Science
Major: Psychology
Minor: English

ADMINISTRATIVE DUTIES

University of South Florida St. Petersburg August 2009 to Present

Associate Dean of Undergraduate Programs
Provide leadership for the undergraduate programs and curricula
Coordinate course scheduling
Manage the assessment of all programs within the College of Business
Oversee undergraduate advising, pre-registration, registrations, and orientations in consultation
with Academic Advising
Support coherent and sustained teaching, research, and service agendas for the College
Support the Program of Distinction
Promote interdisciplinary collaborations within the undergraduate programs of the College as
well as across campus
Represent the College’s needs and interests vis-à-vis those of other Colleges and offices within
the University in the absence of the Dean
Work with the Undergraduate Curriculum Committee to identify new programs and new
methods of course delivery
Promulgate operating procedures and processes for the College
Serve as the College Representative for Undergraduate student issues and student discipline
matters
Serve as the College’s administrator for matters related to AACSB

University of South Florida St. Petersburg August 2008 to July 2009

Bank of America Endowed Professor in Business (One Year Rotating Appointment)
Initiate and expand an Entrepreneurship Program.
Involve community leaders in planning and expanding Entrepreneurship Program and exploring the potential for a Center of Entrepreneurship.
Initiate Entrepreneurship Club.
Engage students in both Undergraduate and Graduate Programs in projects having a positive impact on the community.
Co-Host monthly Entrepreneurship Breakfast Series sponsored by the local Small Business Development Center
Solicit small business firms willing to participate in the consulting projects

Dalton State College August 2005 to August 2007

Dalton State College Foundation Chair of Management
Represented the Division of Business to community leaders and national organizations
Mentored junior faculty in the areas of teaching and research
Redesigned the existing curriculum
Assisted in recruiting new faculty into a growing program

Coordinator for AACSB International Accreditation
Directed all activities related to the AACSB accreditation efforts.
Served as AD HOC member of all AACSB committees within the Division.
Represented the Division to College Administration regarding the accreditation process.
Completed all necessary reports related to accreditation.
Made presentations to the community to foster accreditation support.
Division of Business Advisory Board
Ringgold Rotary Club
Dalton Kiwanis Club
Directed/Prepared the following publications.
Division of Business Administration Strategic Plan
Division of Business Administration Mission Statement
Division of Business Administration Advisor’s Guide

University of Texas of the Permian Basin August 2000 to August 2005

Assistant Dean (2003 to 2005)
Re-designed the administration of degree plan development and tracking.
Administered all first-time student degree plans.
Streamlined the petition process.
Developed and published School of Business Advisor's Guide.
Served as the focal point for all undergraduate curriculum issues.
Represented the School at all freshman or transfer student orientations.

**Pinkie Roden Endowed Chair of Entrepreneurship (2000 to 2005)**
Initiated the Entrepreneurship Program at UTPB
Expanded curriculum in entrepreneurship to include five new courses and a minor
Initiated the Ted and Jan Roden Center of Entrepreneurship (see details below)
Engaged community leaders in advancing and supporting the entrepreneurship program
Mentored junior faculty in the areas of teaching and research

**Director of the Center for Entrepreneurship (2003 to 2005)**
Raised the initial $75,000 from a local donor to initiate the center.
Assisted in a State grant to receive another $75,000 for technology upgrades.
Directed the use of University funds ($17,000) toward multi-media applications.
Solicited $10,000 of endowed scholarship funds and an additional $2,500 in external gifts.
Designed the physical layout and technological needs for the center.
Planned and executed grand opening for the center.
Fostered cooperation with the community in support of entrepreneurship.

**Assessment Coordinator for AACSB International Accreditation (2000 to 2005)**
Planned and executed all assessment activities for the School of Business
Prepared the following publications/surveys:

- *UTPB School of Business Strategic Plan, 2002 and 2004*
- *UTPB School of Business Assessment Plan, 2004*
- *UTPB School of Business Advisor’s Guide, 2004*
- Employer Survey, 2004
- Alumni Survey, 2001
- Student Survey, 2001
- Faculty Survey, 2001
- *UTPB School of Business Faculty Survey Results, 2002 and 2004*
- *UTPB School of Business Student Survey Results, 2002*
- *UTPB School of Business Alumni Survey Results, 2002*
- *UTPB School of Business Annual Quality and Assessment Report, 2002*
- *UTPB School of Business Job Diagnostic Survey Report, 2004*

**Stephen F. Austin State University July 1990 to August 2000**

**Small Business Institute Director**
Recruited appropriate students to represent the College to the community on selected projects
Negotiated contracts and submit applicable documents to the Small Business Administration for student projects
Oversaw (as instructor and co-advisor) all student projects (maximum of 48 and minimum of 24 projects per year)
Solicited small business firms willing to participate in the consulting projects
Conducted semester banquets to honor student participants in the projects

DOCTORAL DISSERTATION:

Strategy Selection: An Empirical Examination of the Deregulated Airline Industry

ACADEMIC EXPERIENCE:

Professor of Entrepreneurship and Innovation, University of South Florida, St. Petersburg, May, 2007 to Present (Visiting appointment May 07-Dec 09). Courses taught: Community Leaders and Partners (Graduate, Corporate Social Responsibility and Ethics), International Entrepreneurship (Graduate), Business Enterprise (Graduate, Entrepreneurship) Entrepreneurship (Undergraduate), Social Issues (Undergraduate), Strategic Management (Undergraduate), Organizational Strategies for the 21st Century (Graduate), Small Business Counseling (Undergraduate), Entrepreneurship and Small Business Management (Online version).

Courses taught: Strategic Management and Entrepreneurship.

Courses taught: Strategic Management (Graduate and Undergraduate), International Entrepreneurship, and Small Business Management.

Assistant and Associate Professor of Management, Stephen F. Austin State University, July 1991 to 2000. Tenured and promoted 1996.


REFEREED JOURNAL ARTICLES:


Assouad, A., Jackson, W. T. & Fellows, J. A. HSN, Inc.: Weathering the retail storm. Accepted for publication in the Journal of the International Academy for Case Studies (Forthcoming)
Assouad, A., Jackson, W. T. & Fellows, J. A. HSN, Inc.: Weathering the retail storm—Instructors’ Notes. Accepted for publication in the Journal of the International Academy for Case Studies Instructors’ Notes (Forthcoming)


**MONOGRAPH:**


**SCHOLARLY BOOKS:**


**CASES IN SCHOLARLY BOOKS:**


Watts, L. R., Jackson, W. T., & Box, T. M. (1994). Student related outcomes and task design characteristics. Proceedings, Mountain/Plains Management Conference.


SYMPOSIUM PRESENTATIONS:


“Writing Cases...And Getting Them Published,” United States Association for Small Business and Entrepreneurship Annual Meeting, Anaheim, CA, 2009 (Developed by L. Toombs and Presented with J. Cornwall).


“Quality in Small Business Projects,” Association for Small Business & Entrepreneurship, Houston, TX, 2003 (with C. Gaulden and B. Gaster).

“Continuous Quality Improvements in the Classroom Using the Nominal Group Technique,” Association for Small Business & Entrepreneurship, Houston, TX, 2003 (with T. Box).

“Students and “Real” Entrepreneurs: A Sneak Preview,” Association for Small Business & Entrepreneurship, Houston, TX, 2003 (with C. Gaulden and B. Gaster).


“Conferencing to Develop Just-in-Time Information Literacy Skills,” UT System Information Technology Distance Education Conference, Austin, TX, 2001 (with B. Scofield). 


“Organizational Change: Action or Reaction,” Academy of Strategic and Organizational Leadership Meeting, Maui, Hawaii, 1997. (with E. Scifres & L. R. Watts)


“Improving the Social Marketing of the AIDS Issue,” Midwest Business Administration Association Meeting, Chicago, IL, 1990. (with C. L. Abercrombie)


RESEARCH IN PROGRESS:

“Student Evaluations of Teaching: Concerns and Suggestions.” Submitted to the Journal of Business Education. (with M. J. Jackson)
"College Students’ Expectations of Technology—Enhanced Classrooms: A Ten Year Comparison." Manuscript complete and Journal submission location being decided. (with M. J. Jackson, H. Helms, & J Gum)

The use of a new typology to bridge the gap between discipline-based and practitioner-based research in the field of entrepreneurship. Approximately 65% complete. (with P. Wright and M. J. Jackson)

The influence of strategic groups in the deregulated airline industry. Approximately 50% complete. (with P. Wright and C. Milewicz)

The influence of strategic groups in small business on social entrepreneurship. 20% complete.

Are we teaching, providing appropriate services and friend building with the right entrepreneur? 20% complete.

DISCUSSANT:


Southern Management Association, Clearwater Beach, Fl, 2006.


Association for Small Business & Entrepreneurship, Houston, TX, 2003.


Southwestern Small Business Institute Association meeting, San Antonio, TX, 1996


Southwestern Small Business Institute Association Meeting, Houston, TX, 1995.

Southwestern Small Business Institute Association Meeting, Dallas, TX, 1994.


SESSION CHAIR/PANELIST:

Panelist for Association for Small Business & Entrepreneurship, Albuquerque, NM, 2008.


Session chair for Association for Small Business & Entrepreneurship, Houston, TX, 2003.

Session chair for Association for Small Business & Entrepreneurship, St. Louis, MO, 2002.


Session chair and panelist for Association for Small Business & Entrepreneurship, San Antonio, TX, 2000.

International Academy of Strategic and Organizational Leadership, Myrtle Beach, SC, 1998.

International Academy of Strategic and Organizational Leadership Meeting, Maui, Hawaii, 1997.


Southwest Academy of Management Meeting, Houston, TX, 1995.

Southwestern Small Business Institute Association Meeting, Houston, TX, 1995.

**SERIVCE – NATIONAL/REGIONAL:**

Vice President, Member Services, United States Association for Small Business and Entrepreneurship, 2010 to present.

Vice President Conferences, United States Association for Small Business and Entrepreneurship, 2009 to 2010.

Member, Board of Directors, United States Association for Small Business and Entrepreneurship, 2009 to present.


Reviewer, Association for Small Business & Entrepreneurship, 2008.


Reviewer, Association of Business Simulations and Experiential Learning, 2007.


Member, Board of Directors, Federation of Business Disciplines, 2003.


President, Association for Small Business & Entrepreneurship, 2002 to 2003.

President Elect, Association for Small Business & Entrepreneurship, 2001 to 2002.

Vice-President, Programs, Association for Small Business & Entrepreneurship, 2000 to 2001.


Reviewer, Academy for Entrepreneurship Meeting, 2002.


President, Association of Small Business & Entrepreneurship, 1995 to 1996.


Historian, Association of Small Business & Entrepreneurship, 1998 to Present.


Reviewer, Western Decision Sciences Institute Meeting, 1997.

Reviewer, Academy of Business Administration, Small Business/Entrepreneurship Track, 1996.


Member, Accreditation Committee, Small Business Institute Directors’ Association, 1993.

Member, Economic Development Committee, Small Business Institute Directors’ Association, 1992.
SERVICE – COMMUNITY:


Sub-Committee Chairman, Small Business Incubator Development, Nacogdoches County Chamber of Commerce, 1993 to 2000.


Member, Endowment Committee, Christ Episcopal School, 1995 to 2000.

Judge and Participant, Fabulous Friday Program, 1996.

SERVICE – UNIVERSITY:

Co-Chair, University of South Florida St. Petersburg Faculty & Staff Campaign, 2008-2009.

Bank of America Endowed Chair of Business, 2008 to 2009.

Faculty Advisor, USF St. Petersburg Entrepreneurship Club, 2008 to present.

DSC Foundation Endowed Chair of Management, 2005 to 2007.

Member, Faculty Evaluation Committee, 2005 to 2007.

Member, Library Search Committee, 2006 to 2007.

The Pinkie Roden Endowed Chair of Entrepreneurship, 2000 to 2005.

Member and Vice President, Faculty Senate, 2001 to 2003.

Chair, Mission Sub-Committee for the Budget and Planning Committee, 2001 to 2005.

Member and Chair, Commencement Committee, 2000 to 2004.

Member, Southern Association of Colleges Assessment Committee, 2000 to 2005.

Director, Small Business Institute Program, 1991 to 2000.

Member, Institutional Effectiveness Committee, 1993 to 1996.

SERVICE – COLLEGE/SCHOOL:
AACSB Coordinator, College of Business, 2009 to present.

Ad-Hoc Member, Undergraduate Curriculum and Assessment Committee, 2009- to present.

Member, Graduate Curriculum Committee, 2007 to 2009.

Member, Small Business Networking Breakfast team, 2007 to present.

Member, Peer, Aspirant and Competing School AACSB sub-committee, 2008 and 2009.

Member, Marketing Search Committee, 2006 to 2007.

Member, Assessment and Curriculum Committee, 2005 to 2007.


Coordinator, School of Business AACSB Assessment Committee, 2000 to 2005.

Member, School of Business Curriculum Committee, 2000 to 2005.

Member, School of Business Tenure and Promotion Committee, 2000 to 2005.

Chair, Management position search committee, 2003 to 2004.

Member, Finance position search committee, 2003 to 2004.

Member, Accounting position search committee 2003 to 2005.

Member, Academic Advisor search committee, 2004.

Member, College of Business, Graduate Committee, 1998 to 2000.

Member, College of Business, Promotion Committee, 1997-2000.

Member, College of Business Strategic Management System Committee, August 1995 to December 1996.

Chair, College of Business, Strategic Management System Committee, Sub-Group – Undergraduate curriculum, August 1995 to December 1996.

Member, College of Business, Graduate Council, 1994 to 1996.
Member, College of Business Council, 1992 to 1994.

Member, College of Business Merit Committee, 1992 to 1993.

SERVICE – DEPARTMENT:

Member, Department of Management, Marketing & International Business, Chair Search Committee, 1998 to 2000.

Member, Department of Management & Marketing Advisory Council, 1995 to 2000.

Chair, Business Resource & Education Center, 1994 to 2000.

Member, Department Grant Writing Committee, 1994 to 2000.

Secretary, Department Chair Search Committee, 1993 to 1994.

Chair, Department of Management Assessment Committee, 1993 to 1994.

Chair, Management Curricula Committee, 1991 to 1992.

Member, Management Faculty Search and Screen Committee, 1992 to 1993.

Member, Departmental SACS committee, 1998 to 1999.

AWARDS AND RECOGNITION:


Selected as “Outstanding Educator of the Year” for the Association of Small Business and Entrepreneurship, Albuquerque, NM, October, 2005.

Elected as “FELLOW” for the Allied Academies for valuable and continuous service to the organization, 2004.


Elected as a “FELLOW” for the Association of Small Business and Entrepreneurship. This award is given by the organization to those that have made valuable contributions to the organization as well as the field of small business and entrepreneurship.

Distinguished Teaching Award nominee from the Department of Management, Marketing & International Business for 1998-99 academic year.

Recipient of Faculty Development Grant to attend the Step 1 training program for the Meyers-Brigg Type Indicator presented by the Association of Psychological Types.

“Southwest Airlines: When are we no longer small,” selected as “Distinguished Research Award” winner at the International Academy of Case Studies Meeting, Las Vegas, NV, 1998.


Small Business Administration’s, Dallas District Office, winner of “Best Student Case” award for 1993 and 1995.


Nominated for the Graduate Assistant Meritorious Teaching Award for Memphis State University by the Teaching Awards Screening Committee from the Fogelman College of Business and Economics at Memphis State University, 1989-1990.

WORK EXPERIENCE:

November 1984 to January 1988 – Consultant, Tennessee Small Business Development Center
Memphis State University

Duties: Provided counseling service, to include: gathering information; financial analysis; analyzing business situations or proposed management decisions; and, suggesting possible alternatives using available information and best professional judgment.

October 1982 to November 1984 – Staff Accountant
Brundige, Payne & Company, PC

Duties: Performed duties in all facets of public accounting, to include: auditing; tax research and preparation; management advisory services; and, supervision of junior accountants in the same.

February 1982 to October 1982 – Financial and Budget Coordinator
First Tennessee Bank, Information Division

Duties: Provided financial support, to include: monitoring, for budget review, all division expenditures; preparation of monthly variance reports; assistance in annual budget preparation; and, performance of various financial analysis.

March 1976 to September 1981 – Chief, Disaster Preparedness Division
USAF, Moody AFB, GA
Duties: Responsible for overall preparedness of base resources in the event of natural disaster, major accident, or enemy attack. (Honorably Discharged September 15, 1981 as First Lieutenant and currently serving in the USAF Reserves in the grade of Lt. Colonel).

September 1970 to March 1976 – Assistant Manager
Jackson’s Clothing Co., Inc.
Selma, AL

Duties: Employed part and full-time, departing as Assistant Manager. Responsible for supervising ten employees, monitoring sales, bookkeeping, purchasing, and advertising.

PROFESSIONAL AFFILIATIONS:

Academy of Management
Southern Management Association
Association for Small Business & Entrepreneurship
United States Association of Small Business & Entrepreneurship
Allied Academies

CONSULTING EXPERIENCE/PROJECTS:

2008 and 2009, served as the co-advisor of nine student cases on local small businesses accomplished at USFSP.

1991 to 2000, served as co-advisor on all Small Business Institute (SBI) cases accomplished at SFA. These projects provided assistance to over 150 local small businesses in the Nacogdoches area.

January 1988 to May 1990, provided consulting for the following organizations on the specified projects:

Memphis Tennessee Chamber of Commerce – Economic Analysis of the Mid-South Common Market Area.
Fayette County Board of Education/Tennessee Valley Authority – Planning and direction for development of Fayette County’s School Based Entrepreneurship Program.
Memphis Light, Gas and Water – Business Plan for a Memphis Compost Facility.
Memphis State University – General Small Business Assistance.
Mario A. Iezzoni, CPA, MBA, CBA
3248 Floramar Terrace
New Port Richey, FL 34652
727-967-7009
miezzi@coba.usf.edu

University of South Florida - Small Business Development Center, Tampa, FL

Certified Business Analyst March 2002 to Present

Provided assistance, guidance, advice and direction to business owners that fall within the parameters of the Small Business Administration’s directive. Sixty-percent of the total task effort, 950 annual labor hours, requires individualized, one-on-one education related to: starting a business, hiring employees, growing and managing the enterprise. Fifteen- percent of direct labor effort is allocated to developing, designing and facilitating lectures, seminars, and courses related to forming and expanding business entities.

Identify, diagnose and provide counsel on a variety of obstacles and challenges, today’s entrepreneurs must resolve. Create impact that leads to employment and tax revenue growth.

Total job effort requires broad-based business knowledge, hands-on entrepreneurial experience, a significant understanding of business processes; the application and assisted implementation of accredited qualitative and quantitative business concepts.

Conduct circuit rides and build on-going business relationships with outreach communities and organizations.

University of South Florida College of Business, Tampa Campus

Adjunct Faculty

Instructor: Man. 4208 – Entrepreneurship
Instructor: Integrated Business Systems II (MBA capstone course)

WH Simon & Company, Certified Public Accountants, Clearwater, FL

Senior Tax Accountant September 2000 to March 2002

WH Simon & Company is a CPA firm specializing in representing high net-worth individuals before the Internal Revenue Service. Responsibilities included the interaction with board members and CFO’s and the personal tax planning for these individuals. Preparation of Corporate, Consolidated, Partnership, Individual, Trust, and Estate and Gift tax returns.

Luverne County Community College, Naticoke, PA
Faculty: January 1991 to June 2000
Instructor of Taxation, Computerized Accounting Applications, Principles of Accounting I & II, Managerial Accounting, Math Finance & Intermediate Accounting.

Certified Public Accountant, White Haven, PA
Self-Employed: November 1990 to September 2000
Grew a small, successful accounting firm from inception within a rural, close-knit community.

Lehigh Rafting Rentals, Inc.
Partner: February 1988 to July 2000
Started and operated with a partner Lehigh Rafting Rental, Inc. in White Haven, PA. Offered whitewater rafting trips on the Lehigh River. Sold my interest to the managing partner in 2000.

Education
Wilkes-University, Wilkes-Barre, PA
MBA, Accounting & Finance 1988 to 1990

East Stroudsburg University, East Stroudsburg, PA
BA, Geography 1975 to 1980

Kings College, Wilkes-Barre, PA
Accounting & Taxation 1989 to 1990

Licenses & Memberships
Licensed by the Commonwealth of Pennsylvania as a Certified Public Accountant.
Member of the American Institute of Certified Public Accountants
Member of the Independent Book Publishers Association
Daniel James Scott
djsmba@yahoo.com | (727) 324-9579

HONORS

Year Honor Institution
2009 100 Most Influential Business Leaders Tampa Bay CEO Magazine
2009 Up & Comers Under 40 Tampa Bay Business Journal
2009 Civic Young Professional of the Year South Tampa Chamber
2007 30 Under 30 Tampa Bay Business Journal
2005 Alumnus of the Year USF Entrepreneurship Alumni
2005 Regional CBA Impact Award FSBDC Network/USF SBDC

EDUCATIONAL BACKGROUND

Year Degree Major Institution
2006 MS Entrepreneurship in Applied Technologies University of South Florida
2002 MBA Entrepreneurship & Leading the Customer-Driven Org. University of South Florida
2000 BA Marketing University of South Florida
1998 AA Theatre Arts & Technology Florida State University

ACADEMIC EXPERIENCE

Years Title Institution
2002-present Board of Directors USF Entrepreneurship Alumni
• Co-Chair, USF Small Business Fair, 2005-2006
• Founder, USF Small Business Advisory Board Program, 2002-2006

2007-2009 Entrepreneurship Instructor USF Honors & Business Colleges
• MAN4802.001 (Spring 2009): Entrepreneurship/Small Bus Management
• IDH4000.009 (Spring 2008): Honors Seminar: Major Works/Issues
• IDH4930.002 (Spring 2008): Honors Entrepreneurship
• MAN4802.001 (Spring 2008): Entrepreneurship/Small Bus Management
• MAN4802.001 (Spring 2007): Entrepreneurship/Small Bus Management

2001-2009 Small Business Consultant USF SBDC
• 125 Courses (2002-2009): 500 classroom hours, 2080 adult learners, $132,886 revenues
• Congressionally Reported Direct Impact: $10MM Sales Increases, $8.6MM Capital Formation,
  305 Jobs Created, 194 Jobs Retained, 129 Businesses Starts
• Congressionally Reported Total Impact: $377MM Sales Increases, $165.5MM Capital
  Formation, 5940 Jobs Created, 8751 Jobs Retained, 1210 Businesses Starts

PROFESSIONAL EXPERIENCE

Years Title Institution
2009-present President Plan To Start, Inc.
2009-present Client Services Manager/Senior Business Manager STAR TEC/CTC Tampa Bay, Inc.
2006-present Managing Partner Gambit Financial Group, Inc.
2005-2006 Commercial Relationship Manager Fifth Third Bank
2000-2001 Executive Vice President 7th Sphere Entertainment, Inc.
1999-2000 Lead Sales Representative (Big Box Retail Channels) Sprint

PUBLICATIONS
1. Scott, Daniel James, Leading Entrepreneurship, LeadingEntrepreneurship.com, 2008-present
2. Parrish, Jim and Scott, Daniel James, Building the Ultimate Business Plan, University of South Florida (distributed nationally by Atlas Business Solutions), Original Publication Date 2004/US Copyright 2007

DEVELOPMENT EXPERIENCE

Year Title/Project Institution
2009 Project Manager/Research Website (MadduxResearch.com) Maddux Business Report
2009 Project Manager/Website (SBDCTampaBay.com) USF SBDC
2008 Project Manager/Virtual Incubator (GrowHighlands.com) Highlands County EDC
2007 Development Board/Virtual Incubator (EnergizeMyBiz.com) Sarasota/Venice Chambers
2006 Founder/Web Business Tool (ShouldIStart.com) Gambit Financial Group, Inc.
2005 Project Manager/Virtual Incubator (FloridaStartup.com) FSBDC
2002/2005 Project Manager/Website (sbdc.usf.edu redesign) USF SBDC
2001 Development Board/Website (MoneyChords.com) MoneyChords.com
2001 Founder/Online Magazine (RealmOfMan.com) 7th Sphere Entertainment, Inc.
2000 Project Manager/Content Portal (7sphere.com) 7th Sphere Entertainment, Inc.

SELECTED PRESENTATIONS

Date Title Institution
2009-present TEC Talk Host STAR TEC, TBTF, FVF, USF, UT, etc.
2009-present Various SlideShare.net
2002-present Various USF (Business, Engineering, Health)
09/2009 Social Media for Attorneys Fowler White
09/2009 The Importance of Character in a Leader NSH MBA, Tampa
07/2009 Social Media in Business Tampa Bay OWIT
07/2009 Marketing Metrics Greater Tampa Bay Chamber
04/2009 Business Panel HR Tampa
04/2009 Social Media in Business Westshore Alliance
03/2009 International Trade 101 International Business Summit
02/2009 International Trade Basics (Caribbean focus) Caribbean American Chamber
11/2008 Strengthen Sales in Tough Economic Times USF-SP Small Business Breakfast
09/2008 Business Panel Graphic Design Tampa Bay Meetup
04/2008 Internet Strategy USF-SP Small Business Breakfast
06/2007 Search Engine Optimization Longboat Key Chamber
10/2006 IT Polk County Leadership Summit
09/2006 New Venture Viability Analysis ASBDC National Conference

PROFESSIONAL CERTIFICATIONS

**Years Certification Institution**
2010 (expected) Incubator Management Certificate NBIA
2008-present Certified Technology Business Counselor ASBDC
2008-2011 Certified Manager of Quality/Organizational Excellence ASQ
2007-2010 Credit Risk Certified RMA
2007-present Certified Global Business Professional NASBITE
2007-present Certified Quality Process Analyst ASQ
2002-2011 Certified Business Analyst FSBDC

MEDIA QUOTES
# Reference List of Material Cited in This Proposal

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<td>3, 7</td>
<td>Wilson, K. E., Vyakarnam, S., Volkmann, C., Mariotti, S., &amp; Rabuzzi, D. (2009). Educating the next wave of...</td>
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identified a critical need to include entrepreneurship in higher education for the purpose of advancing economic development.

According to others such as Taatila (2010), “it is difficult to see how economic regions would compete without individuals who constantly renew business processes and innovate new products, services, and strategies. Taatila goes on to suggest that entrepreneurs with a higher education background in the field “are more often innovative, use modern business models, and base their ventures on the use of new technologies”, and thus advance economic renewal.

In a recent study (“Toward Effective Education of Innovative Entrepreneurs in Small Business: initial Results from a Survey of College Students and Graduates”, 2009), interesting and supportive evidence was provided for advancing entrepreneurial studies at the college level.

One of the nation’s premier experts in business strategy, Michael Porter, has written extensively (1995) about the untapped potential of the inner cities and the real entrepreneurial capacity of the individuals found in those communities.

Kobeissi (2009) expanded on this idea by suggesting a dynamic means to revitalizing those communities would be the advancement of entrepreneurial education options and community support.

In the mid-term, as Jones and Iredale (2010) recommend, a broader approach to inclusion of local entrepreneurs will be made to “involve employers more centrally in young people’s education” utilizing their skills and connections for “work placements, business startups simulations, mock interviews, research and consultancy projects, career talks,  

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<td>&quot;business idea generation, mentoring, and business planning&quot;.</td>
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<td>The findings suggest that the field of entrepreneurship education has progressed significantly since the first class was offered by the Harvard Business School in 1945. Specifically, it was determined that “…most scholars are of the opinion that there is a need to be more innovative in designing modules that will enable learners to achieve their predetermined outcomes in learning either for, about or in entrepreneurship.”</td>
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<td>Given recent data detailed in the Ewing Marion Kauffman Foundation report, “Trends in Business Interest Among U.S. College Students”, Pryor and Reedy (2009), that found that 3.3 percent of all entering freshmen listed “Business Owner or Proprietor” as their career aspiration, it is questionable whether higher education is meeting this need of that group of students.</td>
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