

# Interdisciplinary Minor in Entrepreneurship

Revised 11/12/08

Three years ago, a group of JCU faculty constructed the following definition of entrepreneurship:

***Entrepreneurship is the exploration and risky pursuit of innovative ways to solve problems and to create value.***

This definition was arrived at by the *Entrepreneurship Learning Community* after lengthy study, discussion, and debate. The Entrepreneurship Curriculum Committee,<sup>1</sup> formed in the fall of 2007, began to build an entrepreneurship minor with this definition in mind, but also in the light of similar minors at a number of institutions including the University of North Carolina at Chapel Hill, Indiana University, Wake Forest University, Washington University in St. Louis, the University of Illinois at Urbana-Champaign, Syracuse University, and the University of Rochester. The academic legitimacy of entrepreneurship has been established at all of the institutions above, and it has blossomed as a field of study all over the U.S.

## **The Need:**

For years, academic programs in entrepreneurship had a “business” focus. Programs were typically found in the Schools of Engineering or Business throughout the United States. Recently, a sea change began, prompted by a study commissioned by the Ewing Marion Kauffman Foundation. This study concluded that approximately 75% of all entrepreneurs were graduates of liberal arts and science programs, rather than graduates of business or engineering programs<sup>2</sup>. Leading educators now look at entrepreneurship as a way of thinking, with a focus on launching new ventures and creating new opportunities in both the for-profit and the non-profit domains. This minor will equip John Carroll students with the tools they need to do so. We should recognize this understanding of entrepreneurship and provide our students, especially students majoring in the liberal arts and sciences, with an opportunity to acquire entrepreneurship skills and knowledge, while pursuing their majors in other fields.

## **The Benefits:**

The interdisciplinary minor in Entrepreneurship will provide the following benefits:

1. To our students—the opportunity to challenge their thinking by encouraging them to expand their understanding of creativity, opportunity recognition, and the ability to act on these insights to form new ventures.
2. To the University—the ability to compete for new students who have an interest in entrepreneurship, as well as a major in another field. The University of Dayton and Xavier University, two of our more formidable competitors for new students, both have excellent entrepreneurship programs with minors open to non-business students. In addition, the field of Social Entrepreneurship comports well with the mission of the University as well as several on-going programs such as Poverty & Solidarity, and the

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<sup>1</sup> Members of the Entrepreneurship Curriculum Committee are R. Bloom, B. Forbes, M. Hauserman, D. Kukurza, J. Martin, G. Porter, J. Schmidt, J. Soper, and E. Spurgin.

<sup>2</sup> Amar Bhidé, *The Origin and Evolution of New Businesses*, Oxford, 2000.

Arrupe Scholars Program. Also, offering more options to current students and potential enrollees is desirable and necessary if we are to address our enrollment problem with any success.

3. To the College of Arts & Sciences—additional enrollment, both from new students, as above, but also potentially from students who might have chosen a major in the Boler School of Business. In the latter case, if students have no other choice, they will select the BSOB rather than a CAS major, even though they have a strong interest in a CAS major.
4. To the Faculty—an opportunity for faculty members to develop their own teaching units and courses in a new field with strong student interest. It may also provide faculty with the opportunity to connect their own discipline to entrepreneurship through their teaching or research.

**Goals of the Program:**

- To provide students, regardless of academic major, the opportunity to integrate and apply the principles of entrepreneurship as they pursue traditional academic majors
- To identify the connections between traditional academic majors in the liberal arts and sciences or business with entrepreneurship
- To integrate the structures and functions of basic organizational practices, such as project planning, accounting, marketing, finance, production, and evaluation, with entrepreneurial practices
- To instill and develop the habits of mind characteristic of entrepreneurial thinking; including innovation, problem-identification and problem-solving, idea development, and an orientation towards action and venture development
- To evaluate the similarities and differences between for-profit and not-for-profit entrepreneurship with a particular focus on the emerging field of social entrepreneurship

**Structure of the Program:**

The Entrepreneurship Curriculum Committee (ECC) was formed early in the fall of 2007 by the Boler School of Business, and met throughout the semester to develop a proposal for a minor in Entrepreneurship. If it is approved by the faculty, this minor will be open to all undergraduates at JCU, regardless of major. The ECC is composed of nine persons, three of whom are members of the Arts and Sciences faculty.

The proposed minor will have two tracks, one for students planning on a major in the College of Arts & Sciences and another for students planning on a major in the Boler School of Business. As appropriate, the first four courses may be taught by faculty of the College of Arts & Sciences or the Boler School, and are designed to fit neatly into the freshman and sophomore years, with

some shorter courses (less than 3 credit hours) that can be used to “fill out” the student’s schedule.

As students approach the junior year, and declare a major, they can continue in the minor by choosing either the Arts & Sciences emphasis or the Business emphasis. It is the Committee’s expectation that the overwhelming majority of these students will continue in their major of first choice.

The upper-level courses in the minor sequence will, with team-taught Marketing, Accounting and Finance courses, give students a basic understanding of a complex organization.

**Staffing and Resource Requirements:**

The ECC believes that the courses in the minor in Entrepreneurship can be taught by teams or individuals who are already members of the JCU faculty. The Committee foresees that the holder of the Kahl Chair in Entrepreneurship will be assisted by faculty from both the Boler School and the College of Arts and Sciences. To assist faculty in the process, a special, week-long Faculty Development Workshop was conducted in May 2008. There were 21 participants in the FDW, and 12 of these were CAS faculty members. This FDW featured two nationally renowned entrepreneurship educators: Dr. Donald Kuratko of Indiana University and Dr. Jeffrey Cornwall of Belmont University. In addition, a half-day “Seminar on Entrepreneurship for Liberal Arts & Business,” was held at the Shaker Country Club for 22 participants, five of whom were not participants in the May FDW (four out of the five were CAS faculty members). Further faculty development programs are planned in order to facilitate the implementation of the Interdisciplinary Minor in Entrepreneurship.

As of October 2008, the following faculty have indicated their willingness to teach ER courses in the Minor in Entrepreneurship in the first round of course offerings: Jill Berniciak (MML), Judy Brenneke (EF), Duane Dukes (SC), Dave Kukurza (MML), Scott Moore (EF), Gary Porter (EF), and Jackie Schmidt (CO). The complete list of faculty interested in teaching ER course is appended to this proposal as “ER Course Preferences.” This “critical mass” will be augmented by the new Kahl Chair in Entrepreneurship and other interested faculty in subsequent rounds. The deans of CAS and the BSoB have both stated their willingness to support the program and the chairs of the affected departments have also agreed to lend their support.

**Administration of the Minor in Entrepreneurship:**

The minor will be administered by the Kahl Chair in Entrepreneurship, with policy oversight provided by a permanent Entrepreneurship Curriculum Committee. This permanent ECC will have faculty from both the Boler School and the College of Arts & Sciences, and will be chaired by the holder of the Kahl Chair. Candidates for the Kahl Chair are well aware of the Minor as it is explicitly built into the job description.

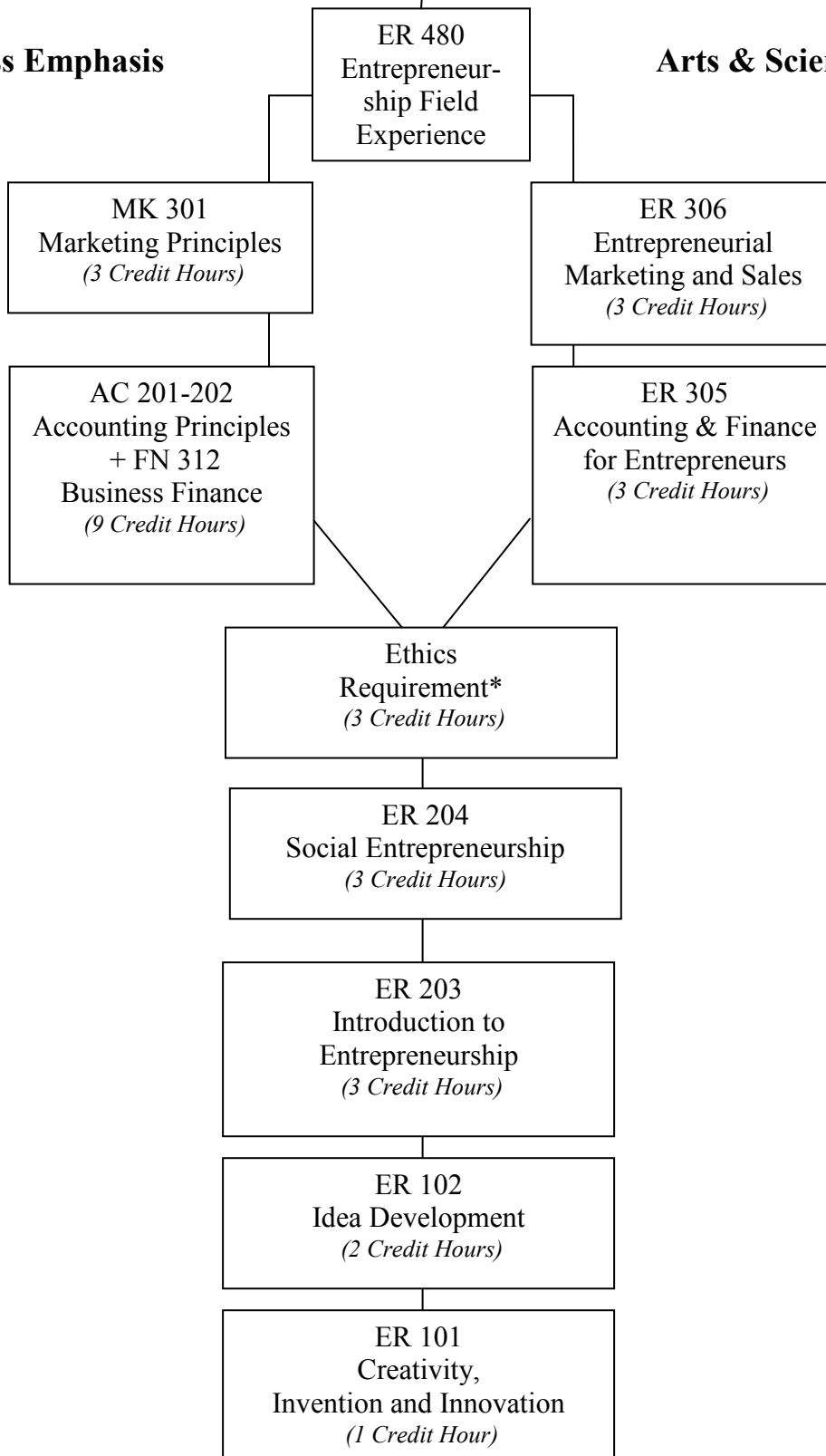
**Assessment Plan:**

The minor has an assessment plan under development, in consultation with the Associate Academic Vice President for Planning and Assessment. This plan will include course-embedded assessment for each of the ER courses and a global program assessment component.

# Interdisciplinary Minor in Entrepreneurship

**Business Emphasis**

**Arts & Science Emphasis**



## Course Descriptions for the Minor in Entrepreneurship

**ER 101. Creativity, Invention and Innovation 1 cr.** Prerequisite: None. The creative process: What is it, how to improve it, how to work with it. Idea generation: Models and frameworks for the early stages of new product development. Using a project focused approach, students will learn about creative thinking as it applies to the development of innovations.

**ER 102. Idea Development 2 cr.** Prerequisite: ER 101. The focus of this class is on alternative representations of the opportunity recognition process including examining the cognitive structure involved in opportunity recognition as well as an economic theory of opportunity recognition as a result of resource scarcity. Students will learn how to move from an innovation as a fuzzy concept to an innovation as a well-designed idea. Methods for evaluating and selecting ideas are also introduced.

**ER 203. Introduction to Entrepreneurship 3 cr.** Prerequisites: ER 101 and ER 102. Study of entrepreneurship and the entrepreneurial process. Seeks to develop an understanding of the role of the entrepreneur and new venture creation in economic growth and development. The course explores the functional areas of business: Project development, Production & Operations, Marketing & Sales, Finance & Accounting, etc. Provides an opportunity to evaluate the student's own entrepreneurial tendencies and projections of future venture creations.

**ER204. Social Entrepreneurship 3 cr.** Prerequisite: ER 203. Applies the principles examined in ER 203 to social enterprises. Introduces the meaning and importance of social entrepreneurship in the modern economy and demonstrates how entrepreneurial orientation can assist in the attainment of non-profit and social objectives. Social entrepreneurship differs from profit-seeking entrepreneurship in the metrics used to measure success. Rather than measuring profitability, social entrepreneurs seek to maximize some form of "social return," (e.g., the number of children inoculated against dreaded diseases, the number of souls saved, or the number of visitors to an art museum). The tools and techniques employed to achieve the desired social objectives are the same as those employed by the profit-seeking entrepreneur.

**Recommended Courses:** There may be designated sections of some core courses, such as CO 100, EC 201, PL 302 or 311, EN 303, or MN 151, which are designed for students pursuing the Minor. These courses, though not required in the Minor, might add value for students in the Minor.

## Ethics Requirement\*

Ethics plays a vital role in entrepreneurship, just as it does in any other aspect of life. For this reason, students in this minor are exposed to ethics and are expected to incorporate it in their studies. This is accomplished in two ways:

- 1) All courses in the minor are infused with ethics. Ethical considerations and ethical decision-making are integral components of the syllabus of each course.
- 2) So that the ethics components of the various courses are as fruitful as possible, students are required to take an ethics course offered either in the University Liberal Arts Core Curriculum or in their majors. Such courses provide students with the background in ethical theories, concepts, arguments, and decision-making that is necessary to make the ethics components in the required entrepreneurship courses meaningful. The ethics course may be either a general ethics course or a course related to a particular area of study, and this course may be taken at any time in the minor sequence. The following courses satisfy this requirement:

CO 465 Media Ethics

PL 280 Major Moral Philosophers

PL 302 Introduction to Ethics

PL 310 Contemporary Ethical Problems

PL 311 Business Ethics

PL 312 Ethics in Sport

PL 314 Science, Technology, and Ethics

PL 315 Applied Ethics

PL 368 Ethical Theory

RL 260 Moral Decision Making

RL 264 African American Christian Social Ethics

RL 360 Catholic Moral Theology

RL 363 Religion, Ethics, and Genetics

RL 368 Christian Social Justice

RL 406 New Testament Ethics

RL 466 Justice and the Economy

SC 111 Introduction to Social Justice

SC 365 Corporate Crime

SC 380 Environmental Justice Movements

\*Note that the ethics requirement may be satisfied at any time in the Minor sequence.

## **The Arts & Sciences Emphasis:**

Students majoring in the College of Arts & Sciences take the following two courses:

**ER 305. Accounting & Finance for Entrepreneurs 3 cr.** Prerequisite: ER 203. Students will acquire an understanding of the basic role of accounting in the organization, an ability to analyze and interpret financial statements, an ability to use accounting and tax data, and project planning and assessment. Students shall also become acquainted with various concepts related to making financial decisions, such as the cost of capital, time value of money, net present value, internal rate of return, and the sources of, and approaches to raising, entrepreneurial capital.

**ER 306. Entrepreneurial Marketing & Sales 3 cr.** Prerequisite: ER 203. Introduction to the field of marketing, especially with reference to the marketing needs of the entrepreneurial enterprise. Topics include distribution, pricing, promotion, product decisions and strategies, the sales process, and management of ethical problems.

## **The Business Emphasis:**

Students majoring in the Boler School of Business must complete the following courses before advancing to the Entrepreneurship Field Experience:

**AC 201-202. Accounting Principles 6 cr.**

**FN 312. Business Finance 3 cr.**

**MK 301. Marketing Principles 3 cr.**

## **The Capstone for all Students:**

**ER 480. Entrepreneurship Field Experience 3 cr.** Prerequisite: Completion of at least 12 hours of coursework in the minor, including ER 305 or 306 (AC 201-202, FN 312, and MK 301 for students on the Business track). Students, as members of a consulting team, visit and analyze a Cleveland social enterprise or business firm and complete a total field analysis of the non-profit or business. This provides the student with the opportunity to integrate the content of prior course work into a cohesive body of knowledge. Promotes understanding of both theoretical and applied concepts; in-depth analysis of integrative cases and actual business enterprises. Develops an appreciation of the free enterprise system, and how business interacts with other sub-systems within our economy. The course familiarizes students with the importance of teamwork and the reality of trying to develop a cohesive group product from individual inputs. This requirement may also be satisfied through an approved internship under the guidance of a member of the Entrepreneurship Curriculum Committee.

## Appendix

### ER Course Preferences

Participant	Dept	Interest	ER 101	ER 102	ER 203	ER 204	ER 305	ER 306	ER 480	Other Courses	
Bernaciak, J.	<a href="#">MN</a>	Yes	Yes	Yes	Yes	Yes		Yes	Yes	MK 301	
Brenneke, J.	<a href="#">EC</a>	Yes	Yes	Yes							
Calkins, L.	<a href="#">EC</a>	Yes	Not sure--wants to discuss with someone.								
Dukes, D.	<a href="#">SC</a>	Yes	Yes	Yes		Yes			Yes		
Kaye, S.	<a href="#">PL</a>	Yes								Critical Thinking for ER	
Kukurza, D.	<a href="#">MN</a>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Lenox, C.	<a href="#">LIB</a>	No									
Martin, J.	<a href="#">MK</a>	Yes	Yes	Yes							
Mascotti, D.	<a href="#">CH</a>	Yes								Yes (CH+ER)	
Peden, M.	<a href="#">PO</a>	Yes	Yes	Yes		Yes					
Porter, G.	<a href="#">FN</a>	Yes					Yes				
Schmidt, J.	<a href="#">CO</a>	Yes	Yes	Yes						CO 100 for ER students	
Stiles, E.	<a href="#">PO</a>	Yes				Yes					
<b>Others</b>											
Bloom, R.	<a href="#">AC</a>	Yes					Yes				
Forbes, B.	<a href="#">MN</a>	Yes						Yes	Yes		
Kolesar, R.	<a href="#">MT</a>	Yes	Yes	Yes							
Mason, P.	<a href="#">PO</a>	Yes									
Moore, S.	<a href="#">FN</a>	Yes	Yes	Yes			Yes				
Spurgin, E.	<a href="#">PL</a>	Yes								Ethics	