Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

Proposal for a New Degree Program

I. Information and Rationale

A. Primary Contact Information

Institution: University of South Alabama

Contact: Thomas Nelson

Title: Director, Melton Center for Entrepreneurship & Innovation; Associate Professor

Email: thomasnelson@southalabama.edu

Telephone: 251-341-1861

B. Program Information

Date of Proposal Submission 12/12/24

Award Level: Bachelor's Degree

Award Nomenclature (e.g., BS, MBA): BSBA

Field of Study/Program Title: BSBA in Entrepreneurship

CIP Code (6-digit): 52.0701

C. Administration of the Program

Name of Dean and College: Michael L. Capella, Ph.D.

Name of Department/Division: Management

Name of Chairperson: William E. Gillis, Ph.D.

D. Implementation Information

Proposed Program Implementation Date: 8/19/2025

Anticipated Date of Approval from Institutional Governing Board: Click or tap to enter a date.

Anticipated Date of ACHE Meeting to Vote on Proposal: 3/7/2025

SACSCOC Sub Change Requirement (Notification, Approval, or NA): NA

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):

E. Concise Program Description

Include general opportunities for work-based and/or experiential learning, if applicable.

Entrepreneurship is the key to economic growth for the United States and the Central Gulf Coast region. The Entrepreneurship program is designed to create an "innovation" focused mindset that produces entrepreneurs and entrepreneurial leaders in ALL sectors of the society including: starting businesses, working in financing careers, innovative educators, franchise owners, corporate entrepreneurs, economic development officials and social

entrepreneurs. This program prepares students to start their own businesses, work in entrepreneurial organizations, and participate entrepreneurially in social causes. Students will develop the foundational skills, innovative thinking, and practical experience necessary to launch and manage successful business and social enterprises that positively impact society.

F. Specific Rationale (Strengths) for the Program

List 3 – 5 strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. The Integrative Nature of Entrepreneurship: The entrepreneurship program uniquely integrates core business disciplines, including accounting, finance, and marketing, with insights from strategic management and leadership studies, creating a well-rounded foundation for entrepreneurial success. Extending its integrative learning approach beyond the confines of the business college, the program fosters cross-disciplinary collaboration with fields like environmental studies, engineering and computer science. This encourages students to develop innovative, sustainable, and technologically advanced business solutions. By blending creative and analytical strengths from diverse disciplines, the program prepares students to think broadly about their ventures in today's interconnected and complex global landscape.

2. Creativity & Innovation: The entrepreneurship program places a strong emphasis on creativity and design thinking, key components that are pivotal in developing innovative products and services. By embedding design thinking processes into the curriculum, the program teaches students to approach problems with a user-centric mindset, encouraging solutions that are not only innovative but also directly responsive to consumer needs. This method fosters a deep understanding of how to iterate product designs based on real-world feedback, leading to higher-quality and more successful market offerings. Emphasizing creativity stimulates students' ability to think divergently and envision breakthrough ideas, which is essential for leading edge in today's competitive business environment. Thus, the program not only fuels the creation of novel solutions but also equips students with the critical thinking skills necessary to thrive in dynamic and often disruptive markets.

3. The Changing Nature of Work: The entrepreneurship program rigorously focuses on cultivating adaptability and resilience, essential skills for navigating the ever-evolving business landscape. In today's dynamic job market, where the average individual may hold over a dozen jobs and shift careers multiple times throughout their lifetime, the ability to adapt to change and rebound from setbacks is invaluable. Courses in the

program are designed to challenge students with real-world business scenarios that require flexible thinking and problem-solving strategies. By simulating changing market conditions and unexpected business challenges, the program prepares students to effectively manage and capitalize on the uncertainties of business life. This training not only makes them better entrepreneurs but also equips them with the lifelong skills needed to thrive in any career path they choose, ensuring they are well-prepared to handle whatever shifts their professional lives may take.

4. Entrepreneurship is Good for the Community: The entrepreneurship program actively promotes community engagement and economic growth by integrating students into community-based projects that drive local business development and foster social entrepreneurship. This approach not only strengthens community ties but also encourages sustainable economic practices. As students launch their own ventures, they contribute significantly to economic growth; their startups not only create new jobs but also introduce innovative products and services that invigorate local markets. This dual focus on community involvement and entrepreneurial success ensures that graduates not only emerge as business leaders but also as catalysts for positive economic change within their communities.

5. The Experiential Nature of Entrepreneurship: This entrepreneurship program strongly emphasizes practical and experiential learning, bridging the gap between academic theories and real-world business challenges. Students engage deeply through business plan competitions, where they not only devise and refine their business ideas but also pitch them to experienced entrepreneurs and investors, mimicking the high-stakes environment of startup funding. Additionally, the program leverages incubators and accelerators that support the early-stage development of student business ideas, providing resources, mentorship, and networking opportunities. Internships with innovative companies and direct mentorship from seasoned entrepreneurs further allow students to apply their learning, gain valuable industry insights, and build professional networks. This comprehensive approach ensures that students not only learn but also apply their knowledge in dynamic business settings.

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

Innovation Portal

Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

II. Background with Context

A. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

1. Entrepreneurship majors will demonstrate the ability to identify market gaps and generate innovative business ideas. They will learn to use creative thinking techniques to develop solutions that meet market needs, fostering an entrepreneurial mindset.

2. Entrepreneurship majors will gain the skills to create detailed financial plans, including projections, budgets, and funding strategies. They will understand the essentials of financial management, including cash flow analysis, capital structure, and financial decision-making.

3. Students will explore various sources of entrepreneurial financing, including venture capital, angel investment, crowdfunding, and grants. They will understand the processes and criteria used by investors to evaluate startups.

4. Students will examine the ethical challenges in entrepreneurship and learn to make decisions that are profitable as well as ethical and socially responsible.

5. Entrepreneurship majors will learn the comprehensive steps involved in launching and scaling or growing a new venture. They will gain skills in business scaling, uncertainty management, and strategic pivoting, essential for navigating the challenges of a dynamic business environment.

6. Entrepreneurship majors will demonstrate the ability to develop and implement effective strategies for customer acquisition, retention, and growth. Students will learn to use a variety of marketing tools and techniques, such as digital marketing, social media campaigns, and traditional advertising, to attract and acquire new customers. They will also explore best practices for customer engagement, satisfaction, and loyalty programs that enhance retention rates. Furthermore, students will understand how to analyze customer data to identify opportunities for upselling, cross-selling, and increasing customer lifetime value, thereby driving sustainable business growth. This outcome prepares students to build and maintain a thriving customer base as a fundamental aspect of entrepreneurial success.

7. Entrepreneurship majors will understand and demonstrate proficiency in planning and executing business exit strategies. They will learn how to assess the right time and methods for exiting a business, including selling, merging, passing it on to a successor, or closing. Students will also explore the financial, legal, and emotional implications of business exits and how to prepare a business for sale or succession to maximize value and ensure continuity or proper closure. This outcome equips students with critical end-

stage business management strategies, essential for achieving personal and investor objectives.

B. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
	~~BS in Entrepreneurship~~	Alabama A&M	Almost 70% of USA students come from Mobile and Baldwin Counties, many of these students are first generation college attendees that typically stay close to home. This program offers them an opportunity to earn a degree of this type which is in high demand given the current and anticipated growth in the gulf coast regional economy. Additionally, the Melton Center for Entrepreneurship and Innovation provides more funding for student startups than the other listed programs, which allows students a greater chance for success after graduation.
52.0201	BSBA Global Business - Entrepreneurship Major	Troy University	
52.0701	BS in Entrepreneurship	UAB	
52.0701	BBA in Innovation and Entrepreneurship	University of North Alabama	

C. Relationship to Existing Programs within the Institution

1. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs?   **Yes** ☒ **No** ☐

   (Note: Most new programs have some relationship to existing offerings, *e.g.*, through shared courses or resources). If yes, complete the following table. If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.

Related Degree Program Level	Related Degree Program Title	Explanation of the Relationship Between the Programs
Concentration	Concentration in Entrepreneurship	This program will replace this concentration.

2. Will this program replace any existing programs or specializations, options, or concentrations?   **Yes** ☒ **No** ☐

   If yes, please explain.

   Yes, the proposed program will replace the Entrepreneurship concentration.

3. Will the program compete with any current internal offerings?   **Yes ☐ No ☒**

    If yes, please explain.

D. Collaboration

Have collaborations with other institutions or external entities been explored?   **Yes ☐ No ☒**

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

Have any collaborations within your institution been explored?   **Yes ☐ No ☒**

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

E. Specialized Accreditation

1. Will this program have any external accreditation requirements in addition to the institution's SACSCOC program requirements?   **Yes ☐ No ☒**

    If yes, list the name(s) of the specialized accrediting organization(s) and the anticipated timeframe of the application process.

2. Does your institution intend to pursue any other non-required accrediting organizations for the program?*   **Yes ☐ No ☒**

    If yes, list the name(s) of the organization(s) and the purpose of the pursuit.

    If there are plans to pursue non-required external accreditation at a later date, list the name(s) and why the institution is not pursuing them at this time.

    Note: Check *No* to indicate that non-required external accreditation will not be pursued, which requires no explanation.

F. Professional Licensure/Certification

Please explain if professional licensure or industry certification is required for graduates of the proposed program to gain entry-level employment in the occupations selected. Be sure to note which organization(s) grants licensure or certification.

No specific licensure is required to start your own business, one of the primary outcomes of a degree in entrepreneurship. Further, there are no licenses or certifications required for the positions that a degree in entrepreneurship prepare the graduate for. Graduates may go into business related careers that require licensure (financial planning, insurance, etc.) or may start business where licensure is required (cosmetology, pest control, etc.) but such licensure is ancillary to the core educational and employment goals of the entrepreneurship major.

G. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the occupations selected.

Entrepreneurship and entrepreneurial thinking are processes you apply to many occupational classifications. I have selected three sample, entry level occupations, none of which would require additional certification.

11-1021 General and Operations Managers

13-1111 Management Analyst

13-1161 Market Research Analyst

H. Admissions

Will this program have any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level?   **Yes ☐ No ☒**

If yes, describe any other special admissions or curricular requirements, including any prior education or work experience required for acceptance into the program.

I. Mode of Delivery

Provide the planned delivery format(s) (*i.e.*, in-person, online, hybrid) of the program as defined in policy along with the planned location(s) at which the program will be delivered (*i.e.*, on-campus and/or at specific off-campus instructional site(s)). Please also note whether any program requirements can be completed through competency-based assessment.

Courses will be hybrid.

J. Projected Program Demand (Student Demand)

Briefly describe the primary method(s) used to determine the level of student demand for this program using evidence, such as enrollments in related coursework at the institution, or a survey of student interest conducted (indicate the survey instrument used), number and percentage of respondents, and summary of results.

Student demand on campus is shown by participation in entrepreneurship related activities such as the Coastal Pitch Competition, Coastal Venture Competition, and the upcoming Launch USA program, which hasn't been formally announced yet and is still oversubscribed.

Further, community outreach to potential business owners and high school students has been very successful. Our business development programs fill whenever we offer them and our marquis high school program the Build A Bridge program, draws over 100 students annually, many who have verbally committed to coming here if we have an entrepreneurship major.

Nationally, according to the AACSB, entrepreneurship is a rapidly growing interest for college age students that may drive overall university enrollment.

https://www.aacsb.edu/insights/articles/2021/03/entrepreneurship-is-an-opportunity-for-education

K. Standard Occupational Code System

Using the federal Standard Occupational Code (SOC) System, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at https://www.onetcodeconnector.org/find/family/title#17.

A list of Alabama's In-Demand Occupations is available at https://www.ache.edu/index.php/policy-guidance/.

SOC 1 (**required**): 11-1021

SOC 2 (optional): 13-1111

SOC 3 (optional): 13-1161

Briefly describe how the program fulfills a specific industry or employment need for the

The entrepreneurship program meets the state's need for key business roles, aligning with the Alabama Demand Occupations List. It prepares students to become, among many possible career paths, skilled General and Operations Managers, a job with over thirty-two thousand positions in the state. Annually, there are over three thousand openings in this category, highlighting the critical need for leadership and operational expertise in Alabama's industries. The average starting salary is attractive at an average of $101,174. Furthermore, the program caters to the demand for Management Analysts, with fifty-five hundred positions and over six hundred annual openings, by equipping students with the ability to analyze and improve business processes, a skillset rewarded with an average salary of $90,377. Additionally, there is a growing need for Market Research Analysts and Marketing Specialists, indicated by the over five thousand current positions and almost seven hundred new opportunities each year. This is directly addressed by the program's focus on market analysis and strategic marketing skills, supporting the state's economic development with professionals capable of driving data-driven business strategies, reflected in an average salary of $55,010. This comprehensive preparation ensures that graduates are well-equipped to contribute significantly to the state's workforce and economic growth.

https://www.ache.edu/wp-content/uploads/2022/12/2023-Statewide-List-of-In-Demand-Occupations.pdf

III. Curriculum Information for Proposed Degree Program

A. Program Completion Requirements: Enter the credit hour value for all applicable components (enter N/A if not applicable).

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	47
Credit hours required in **program courses**	27
Credit hours in **program electives/concentrations/tracks**	42
Credit hours in **free electives**	6
Credit hours in **required research/thesis**	N/A
Total Credit Hours Required for Completion	**122**

Note: The above credit hours **MUST** match the credit hours in the *Curriculum Components of Proposed Program* table in Section V.G.

B. Maximum number of credits that can be transferred in from another institution and applied to the program:

60

C. Intended program duration in semesters for full-time students:

8

D. Intended program duration in semesters for part-time students:

16

E. Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?   **Yes ☐ No ☒**

If yes, explain how these components fit with the required coursework.

F. Does the program include any concentrations?   **Yes ☐ No ☒**

If yes, provide an overview and identify these courses in the *Electives/Concentrations/Tracks* section in the Curriculum Components of Proposed Program Table in Section V.G.

Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

G. Please provide all course information as indicated in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Program Name:			Bachelor of Science in Entrepreneurship		
Program Level:			Undergraduate		
Curriculum Components of Proposed Program					
Course Number	**Course Title**		**Credit Hours**	**New ? (Y)**	**WBL ? (Y)**
EH 101	ENGLISH COMPOSITION I		3		
EH 102	ENGLISH COMPOSITION II		3		
SEQUENCE OPTION:					
EH 215	BRIT LIT BEFORE 1785		3		
EH 216	BRIT LIT AFTER 1785		3		
EH 225	AM LIT BEFORE 1865		3		
EH 226	AM LIT AFTER 1865		3		
EH 235	WORLD LIT BEFORE 1650		3		
EH 236	WORLD LIT AFTER 1650		3		
HUMANITIES	**SELECT ONE FROM PAWS DEGREE AUDIT**		3		
SELECT ONE:					
ARS 101	ART APPRECIATION		3		
DRA 110	THEATRE PRACTICUM: TECH DRAMA		3		
MUL 101	INTRO TO MUSIC		3		
ARH 103	ART HISTORY I		3		
MATH & SCIENCE (CHOOSE ONE MATH) :					
MA 120	CALCULUS AND ITS APPLICATIONS		3		
MA 125			4		
NATURAL SCIENCE W LAB	SELECT TWO FROM PAWS DEGREE AUDIT		4		
SEQUENCE OPTION:					
HY 101	HY OF WESTERN CIVILIZATION I		3		
HY 102	HY OF WESTERN CIVILIZATION II		3		
HY 135	US HISTORY TO 1877		3		
HY 136	US HISTORY SINCE 1877		3		
SELECT ONE:					
PSY 120	INTRO TO PSYCHOLOGY		3		
SY 109	INTRODUCTORY SOCIOLOGY		3		
AN 100	INTRO TO CULTURAL ANTHROPOLOGY		3		

CA 211	INTERPERSONAL COMMUNICATION		3		

PROGRAM COURSES					
Course Number	Course Name		Credit hours		
BUS 150	INTRO TO BUSINESS		3		
ACC 211	FINANCIAL ACCOUNTING		3		
ACC 212	MANAGERIAL ACCOUNTING		3		
BUS 245	DATA ANALYTICS I		3		
BUS 255	DATA ANALYTICS II		3		
BUS 265	LEGAL ENVIROMENT OF BUSINESS		3		
*CIS 250	ADVANCED COMPUTER APPLICATIONS		3		
ECO 215	PRINCIPLES OF MICROECONOMICS		3		
ECO 216	PRINCIPLES OF MACROECONOMICS		3		
FIN 315	BUSINESS FINANCE		3		
MGT 300	MANAGEMENT THEORY & PRACTICE		3		
MGT 305	ORGANIZATIONAL COMMUNICATION (W)		3		
MGT 325	OPERATIONS MANAGEMENT		3		
MKT 320	PRINCIPLES OF MARKETING		3		
SELECT ONE:					
BUS 305	DATA ANALYTICS III		3		
ECO 453	INTRO TO ECONOMETRICS		3		
MAJOR COURSES:					
MGT 334	INTERNATIONAL MANAGEMENT		3		
MGT 351	HUMAN RESOURCE MANAGEMENT		3		
MGT 340	ORGANIZATIONAL BEHAVIOR		3		
MGT 345	CREATIVITY AND INNOVATION		3		
MGT 355	LEGAL & FINANCIAL ASPECTS OF ENTREPRENUERSHIP		3		
MGT 465	NEW VENTURE CREATION		3		
MGT 483	SOCIAL ENTREPRENUERSHIP		3		
Program Electives					
CHOOSE TWO:					
MGT 347	FRANCHISING		3		
MGT 356	STRATEGIC ISSUES IN FAMILY BUSINESS		3		
MGT 462	NEGOTIATION/ DISPUTE RESOLUTION IN BUSINESS		3		
MKT 350	DIGITAL MARKETING		3		
MKT 381	PROF SELLING AND SALES MGT		3		
MKT 384	MARKET RESEARCH		3		

Course Number	Course Name		Credit hours		
BUS 101	PROFESSIONAL EXPERIENCE		1		
BUS 201	PROFESSIONAL EXPERIENCE		1		
BUS 301	PROFESSIONAL EXPERIENCE		1		
MGT 496	REQUIRED INTERNSHIP		3		
	Business Electives				
TWO (2) 300-400 LEVEL MCOB COURSES OTHER THAN COURSES USED ABOVE AS MAJOR, 300-CORE OR EXPERIENTIAL			3		
			3		
	Business Policy Requirement				
*MGT 485	BUSINESS POLICY IN A GLOBAL ECONOMY (W)		3		
*MGT 486	UNDERGRADUATE COMP EXAM		EH		
Research/Thesis					
*Total Credit Hours Required for Completion			**122**		

*Note: The total credit hours should equal the total credit hours in the Curriculum Overview table (V.B, p. 9).

IV. Program Resource Requirements

A. Proposed Program Faculty*

Current Faculty and Faculty to Be Hired

Complete the following **New Academic Degree Proposal Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

*Note: Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Alabama Commission on Higher Education
Accessibility. Affordability. Coordination.

Current Faculty			
1	**2**	**3**	**4**
CURRENT FACULTY NAME (FT, PT)	**COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)**	**ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed**	**OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)**
Dr. Thomas Nelson, FT	Spring MGT 465 (U) New Venture Creation 3 Spring MGT 490 (U), 590 (G) Special Topics in Entrepreneurship 3 MGT 300 (U) Management Theory & Practice-H 3 Fall MGT 345 (U) Creativity and Innovation 3	PhD Entrepreneurship, University of Louisville	Owned/operated over a dozen businesses over the course of 35 years
Dr. Don Mosley, FT	Fall MGT 300 (U) Management Theory and Practice 3 Fall MGT 356 (U) Family Business 3 Fall MGT 483 (U) Social Entrepreneurship 3 Fall MGT 600 (G) Organizational Behavior Doctoral Seminar 3	Ph.D., Business Administration, Mississippi State University	
Dr. Marianne C. Loes FT	Spring MKT 350 (U): Digital Marketing	Ph.D. Business Administration, Marketing Concentration, University of South Alabama	
Dr. Jeanne D. Maes FT	Spring MGT 462 (U): Negotiation	Ph.D. – 1994, Communications and Management University of Southern Mississippi	
Dr. Alvin J Williams FT	MKT 381 (U): Sales & Sales Management	Ph.D., Marketing, University of Arkansas	
Dr. (Ray) Wu I-Heng FT	Spring MGT 340 (U): Organizational Behavior	Ph.D. in Business Administration: Management – University of Iowa	
David L. Turnipseed FT	Spring MGT 334 (U): International Management	PhD: University of Alabama	
Treena Lynn Gillespie Finney FT	Spring MGT 351 (U): Human Resource Management	Ph.D. Industrial / Organizational Psychology DePaul University (Chicago, IL)	
Steve D Travers PT	Spring MGT 355 (U): Leg& Fin Aspects of Entrepreneurial Management	University of South Alabama – PhD in Business Adminstration	
Robert Zachary Finney FT	Spring MKT 384 (U): Market Research	Ph.D. University of Alabama	
Additional Faculty (To Be Hired)			
1	**2**	**3**	**4**
FACULTY POSITION (FT, PT)	**COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)**	**ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed**	**OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)**

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	6	3	9
	Part-Time Faculty	1		1
	Administration			
	Support Staff			0
**New To Be Hired	Full-Time Faculty	0		0
	Part-Time Faculty			
	Administration			
	Support Staff	0		0
		Personnel Total		10

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment
Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site
Courses Taught/To be Taught – For a substantive change prospectus/application, list the courses *to be taught*, not historical teaching assignments.

B. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Note: **Any new funds** designated for compensation costs (Faculty (FT/PT), Administration, and/or Support Staff to be Hired) **should be included** in the **New Academic Degree Program Business Plan Excel file**. Current personnel salary/benefits (Faculty (FT/PT), Administration, and/or Support Staff) **should not be included** in the **Business Plan**.

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review.

C. Equipment

Will any special equipment be needed specifically for this program?   **Yes ☐ No ☒**

If *yes*, list the special equipment. Special equipment cost should be included in the **New Academic Degree Program Business Plan Excel file.**

D. Facilities

Will any new facilities be required specifically for the program?   **Yes ☐ No ☒**

If *yes*, list only **new** facilities. New facilities cost should be included in the **New Academic Degree Program Business Plan Excel file.**

Will any renovations to any existing infrastructure be required specifically for the program?   **Yes ☐ No ☒**

If *yes*, list the renovations. Renovation costs should be included in the **New Academic Degree Program Business Plan Excel file.**

E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program?   **Yes ☐ No ☒**

If *yes*, how many assistantships will be offered?

The expenses associated with any *new* assistantships should be included in the **New Academic Degree Program Business Plan Excel file.**

F. Library

Provide a brief summarization (one to two paragraphs) describing the current status of the library collections supporting the proposed program.

Will additional library resources be required to support the program?   **Yes ☐ No ☒**

If *yes*, briefly describe how any deficiencies will be remedied, and include the cost in the **New Academic Degree Program Business Plan Excel file.**

G. Accreditation Expenses

Will the proposed program require accreditation expenses?   **Yes ☐ No ☒**

If *yes*, briefly describe the estimated cost and funding source(s) and include cost in the **New Academic Degree Program Business Plan Excel file.**

H. Other Costs

Please explain any other costs to be incurred with program implementation, such as marketing or recruitment costs. Be sure to note these in the **New Academic Degree Program Business Plan Excel file.**

I. Revenues for Program Support

Will the proposed program require budget reallocation? **Yes ☐ No ☒**

If *yes*, briefly describe how any deficiencies will be remedied and include the revenue in the **New Academic Degree Program Business Plan Excel file.**

Will the proposed program require external funding (*e.g.*, Perkins, Foundation, Federal Grants, Sponsored Research, etc.)? **Yes ☐ No ☒**

If *yes*, list the sources of external funding and include the revenue in the **New Academic Degree Program Business Plan Excel file.**

Please describe how you calculated the tuition revenue that appears in the **New Academic Degree Program Business Plan Excel file.** Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

New Academic Degree Program Summary/Business Plan

Use the Excel form from ACHE's Academic Program webpage located at https://www.ache.edu/index.php/forms/, named **New Academic Degree Program Business Plan**, to complete the New Academic Program Degree Proposal.

Instructions and definitions are provided in the Excel file. **The New Academic Degree Program Business Plan should be uploaded as an Excel file (.xlsx) in the Academic Program Review (APR) Portal.**

Steps for Submitting the New Academic Degree Proposal

1. Complete the **New Academic Degree Proposal** document.

2. Attach the letters of support from external entities listed in *Section I.D.* at the end of the **New Academic Degree Proposal** document.

3. Save the **New Academic Degree Proposal** document as a **.pdf file**.

4. Complete the **New Academic Degree Program Business Plan** and save as an **.xlsx file.**

5. Login to the Academic Program Review (APR) Portal at apr.ache.edu using your ACHE-provided login information. If you are not a designated user for your institution, contact your designated user.

6. Provide responses to questions in the APR Portal.

7. Upload the **New Academic Degree Proposal .pdf file** in the APR Portal.

8. Upload the **New Academic Degree Program Business Plan .xlsx file** in the APR Portal.

9. Click to "Validate" the proposal and then address any issues with your submission.

10. Once validation is clear, click "Review" to check your responses before submitting. If all looks good, click "Submit" at the bottom of the review screen.

11. The system will then prompt you to "Lock" the submission. Your proposal is considered submitted only once it has been locked within the APR Portal.

NOTE: Proposals that have not been locked by the deadline will not be reviewed for consideration of inclusion on the next Commission agenda.

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION:	University of South Alabama							
PROGRAM NAME:	Entrepreneurship					**CIP CODE:**		52.0701
SELECT LEVEL:	UNDERGRADUATE (BACHELOR'S)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY								$0
ADMINISTRATION/STAFF								$0
EQUIPMENT								$0
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION AND OTHER COSTS								$0
TOTAL EXPENSES	$0	$0	$0	$0	$0	$0	$0	**$0**
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								$0
EXTERNAL FUNDING								$0
TUITION + FEES	$91,200	$191,520	$229,824	$256,272	$274,512	$291,840	$309,168	$1,644,336
TOTAL REVENUES	$91,200	$191,520	$229,824	$256,272	$274,512	$291,840	$309,168	**$1,644,336**
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	21	25	28	30	32	34	**28.33**
PART-TIME ENROLLMENT HEADCOUNT								**0.00**
TOTAL ENROLLMENT HEADCOUNT		21	25	28	30	32	34	**28.33**
NEW ENROLLMENT HEADCOUNT		12	14	15	16	17	18	**15.33**
Validation of Enrollment			YES	YES	YES	YES	YES	
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	9	11	12	13	14	15	**12.33**

Dr. Thomas Nelson
Director, Melton Center for Entrepreneurship & Innovation
Mitchell College of Business
University of South Alabama
thomasnelson@southalabama.edu

Dear Dr. Nelson,

I am writing to express my enthusiastic support for the proposed Bachelor of Science in Entrepreneurship at the Mitchell College of Business, University of South Alabama. As the Executive Director of Innovation Portal in Mobile, Alabama, I have witnessed firsthand the critical need for entrepreneurial skills that drive both economic growth and innovative thinking in our region.

Our mission at Innovation Portal, to accelerate the successful development of startup and fledgling companies by providing them with an array of targeted resources and services, aligns perfectly with the goals of your proposed program. We believe that by fostering an environment that encourages innovation and entrepreneurship, we can significantly impact the economic landscape of the Gulf Coast.

The program's focus on developing the foundational skills, innovative thinking, and practical experience necessary to launch and manage successful business and social enterprises is crucial. These elements are essential in today's competitive market, where adaptability and innovative problem-solving skills set successful entrepreneurs apart. We are particularly excited about the program's emphasis on experiential learning, which complements the hands-on approach we advocate at Innovation Portal.

Furthermore, the involvement of the Melton Center for Entrepreneurship & Innovation in initiatives such as the Coastal Venture Competition and the upcoming Launch USA program demonstrates a commitment to not just educating students, but also immersing them in the real-world challenges and opportunities of entrepreneurship.

We look forward to the opportunity to collaborate with the Mitchell College of Business in supporting this program. Together, we can provide a robust platform for aspiring entrepreneurs, equipping them with the tools they need to succeed and contribute to our community's growth and sustainability.

Thank you for considering this letter of support. We are eager to see the positive impact that the Entrepreneurship program will have on our students and the broader community.

Warm regards,

Todd Greer, PhD
Executive Director
todd@innovation-portal.com

December 13, 2024

Dr. Robin McGill
Director of Instruction and Special Projects
Alabama Commission on Higher Education
100 N. Union Street
Montgomery, AL 36104-3758

Dear Dr. McGill,

Enclosed you will find proposals for a Bachelor of Science in Business Administration in Entrepreneurship (CIP 52.0701) and a Bachelor of Science in Real Estate (CIP 52.1501). These programs will enhance our business education offerings and meet the growing demand for entrepreneurial and real estate education in our region. These programs will utilize existing faculty with no additional resourced required.

If approved, these programs will be implemented in the Fall semester of 2025.

Please let me know if additional information is required. We thank you for your assistance and welcome your feedback on these proposals.

Sincerely,

Andi M. Kent, Ph.D.
Executive Vice President and Provost

AMK/aeg

cc: Dr. Charles Guest
        Dr. Michael Capella
        Dr. Angela Coleman
        Dr. Gordon Mills