

Management Studies; MBA Program) earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

As Stockton University has grown, so have its offerings related to business administration (formerly, business studies). In the 2022-2023 academic year, there were more than 1,900 Business Administration majors, pursuing two-degree options: a Bachelor of Arts in Business Administration and a Bachelor of Science in Business Administration. Within the Bachelor of Science, students must choose from two concentrations Management, and Marketing. The business school also offers Bachelor of Science programs that allow students to specialize in fields such as Accounting, Business Analytics, Finance, and Esports Management.

Stockton University plans to attract a diverse and high-achieving applicant pool by building enrollment strategies for Inclusive Student Success. One way to achieve this is by creating a stand-alone Entrepreneurship degree program. This approach will appeal to a wider range of prospective students who are specifically interested in studying entrepreneurship. Additionally, it will allow students to compare Stockton's program with those at other reputable institutions through third-party rankings, which is currently not possible.. This will increase the visibility and reach of Stockton's entrepreneurship program among new, prospective undergraduate students.

Establishing Entrepreneurship as a stand-alone program offers more flexibility to faculty to develop the program curriculum. With regard to teaching and learning, Stockton plans to
earning, respond
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In 2021, a University-wide task force reviewed the future of the School of Business and recommended stand-alone degrees moving forward. Faculty felt that discipline-specific majors would be more consistent with employer expectations and that more specialized degrees are in demand. Additionally, the move would align Stockton with peer institutions. Finally, moving to majors would allow for greater flexibility in curriculum design, including more specialized and rigorous courses.

As part of its strategic enrollment management, Stockton University aims to create effective enrollment and retention strategies that align with its mission, market demand, cost, and capacity. The creation of a stgieesion, market dema(7(1)7()-20(i)7(nc)7(rn of a)6(m0000912)7(i)1 0 s)-6(t)7(ra)

Another way that an Entrepreneurship program can affect the community is through technology commercialization and the transfer of innovation from the university to the wider community.⁶ For example, students and faculty in the degree program may develop and patent new technologies that can be licensed to local companies for commercialization, increasing access. This not only provides a source of revenue for the university but also drives innovation and economic growth in the surrounding community.⁷ Finally, entrepreneurship programs can also foster a culture of creativity and innovation within the community.⁸ According to the National

supporting entrepreneurship, universities can inspire and empower members of the surrounding community to pursue their own entrepreneurial ambitions and bring new ideas and solutions to the local marketplace.

Entrepreneurship students often pursue a wide range of career opportunities in entrepreneurship, small business management, and innovation.⁹ Some common career paths include starting new ventures, or working in business development, innovation management, consulting, investment, or non-profit work. It is expected that entrepreneurship students often use the skills and knowledge they've gained in their studies to start their own businesses.¹⁰ They can also work in business development roles, helping established companies identify and pursue new opportunities for growth. Many entrepreneurship graduates find careers in innovation management, working to create and implement new products, services, and processes for their organizations. Graduates can also become consultants, advising startups and small businesses on strategy, marketing, and operations.¹¹ Some entrepreneurship students pursue careers in investment, using their expertise to identify and invest in promising startups. They may also work in the non-profit sector, using their skills to create and manage social impact ventures. The specific opportunities and industries an entrepreneurship student may pursue will depend on their interests, skills, and experience. Entrepreneurship majors at Stockton can also collaborate with students from all majors in the university to be co-founders in start-ups that cover every subject from the various schools such as nursing, physical therapy, performing arts, or marine sciences. Studies show that more than 50% of new start-ups have more than one founder, and 80% of the billion-dollar startups since 2005 have had two or more cofounders.¹²

⁶ SBA Office of Investment and Innovation Resources. (2023). Useful resources from the Office of Investment and Innovation. <https://www.sba.gov/about-sba/sba-locations/headquarters-offices/office-investment-innovation/office-investment-innovation-resources>

Naylor and Amadio, M.

⁷ National Science Foundation. (2021). Technology transfer and commercialization. <https://www.nsf.gov/div/index.jsp?org=SBIR>

In 2018, the National Society of High School Scholars (NSHSS) Career Survey recommended an (NSHSS, 2018) for students and faculty alike.¹³

of the School of Business and leverage the existing resources offered by the accredited program, which will require annual reaccreditation that mandates high standards of instruction be maintained.

Our decision to introduce this program also aligns with the standards set by AACSB, our

ernal

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are not limited to the following:

- Effects on business development
- Provide access to high-quality education, leading to graduates who positively contribute to the economic vitality of society
- Improved financial performance of organizations
- Contributing to business creation
- Examples of impacting community outcomes
- Examples of changes to business practice arising from engagement
- Examples of where business performance has been improved as a result of engagement with the school
- Impact of the school on the local, regional, or national economyⁱⁱⁱ

in meeting and, over time, increasing our progress toward achieving societal impact and continuing to align with the AACSB business accreditation standards.^{iv}

Curriculum:

Stockton offers a 128-credit undergraduate degree. The Bachelor of Science in Entrepreneurship

-some-

business-related disciplines. The required program courses include:

Business Administration Core Courses	Cr	Entrepreneurship Courses	Cr
CIST 1206 Statistics	4	ENTR 3220 Entrepreneurship: Problem Solving & Ideation	4
ECON 1200 Macroeconomics	4	ENTR 3	

Global Entrepreneurship: This course would explore the challenges and opportunities of starting and growing a business in a global context. It would cover topics such as international trade, cross-cultural communication, market research, and entry strategies. It would also examine the cultural, legal, and economic factors that influence entrepreneurship in different countries.

Overall, these courses provide a strong foundation in entrepreneurship and equip students with the skills and knowledge they need to be successful as entrepreneurs or entrepreneurial leaders within established organizations.

Additionally, a number of relevant courses could serve as potential electives for Entrepreneurship students, creating opportunities for cross-disciplinary instruction. Among the 48 at-some-distance credits, Entrepreneurship students must complete a variety of General Studies courses across a variety of disciplines, including GAH (Arts and Humanities), GNM (Natural Sciences and Mathematics), GSS (Social and Behavioral Sciences), and GIS (Interdisciplinary Skills and Topics).

Electives

throughout the country. The required coursework beyond the program courses ensures students
l arts education offers. A
curriculum worksheet for the proposed B.S. in Entrepreneurship can be found in [Appendix A](#).

Learning Outcomes:

The Entrepreneurship program will adopt the existing learning outcomes from the Business Studies program, which include Fundamental Business Skills, Critical Thinking and Problem Solving, Ethical Reasoning, Professional Communication, Teamwork and Inclusion, and Technology Agility, all of which can be found in [Appendix B](#). The new Entrepreneurship program will also establish a new discipline-specific learning outcome: *Graduates will apply and synthesize concepts learned throughout the Entrepreneurship Program to demonstrate a level of professional competency required of an entrepreneur.* [Table B1](#) also shows how each learning outcome will be achieved in the courses required in the Entrepreneurship program.

Moreover, Stockton University has established a set of university-wide Essential Learning Outcomes (ELOs), which include: Adapting to Change, Communication Skills, Creativity and Innovation, Critical Thinking, Ethical Reasoning, Global Awareness, Information Literacy and Research Skills, Program Competence, Quantitative Reasoning, and Teamwork and Collaboration. [Table B2](#)

A letter from the Entrepreneurship Task for is included in [Appendix E](#).

Defining Small Business

The U.S. Small Business Administration (SBA) defines small businesses as companies

^v Small businesses account for 62.7% of all the new jobs from 1995 to 2021.

In an entrepreneurship program, the emphasis on small business is paramount due to its foundational role in the local, national, and global economies. Small businesses serve as the

Occupation Name	Projected Jobs	Expected Growth
General and Operations Managers	2,468,300	

employment was lower compared to the same CIP codes, with a score of 83 Percentile. However, it is possible that the numbers for employment are skewed since people who study entrepreneurship tend to start and run their own businesses. As business principles, they may not be considered one of the employees, thereby lowering the ranking on the data survey. [Appendix F](#) shows the screenshots from the Gray Associates Data Analysis. Similarly, wages from the Bureau of Labor Statistics (BLS) lack accurate reporting of income for entrepreneurs which varies widely by industry, location, and business.

An Entrepreneurship program at Stockton can have a significant impact on the community surrounding the university and on social mobility.²¹ The creation of new businesses and the cultivation of new job opportunities is one way that an Entrepreneurship degree can foster social mobility. As students in the program gain the skills and knowledge needed to start their own businesses, they may launch startups that provide jobs and other economic benefits to the community and target underrepresented groups.²² Additionally, many entrepreneurship programs offer resources and support to local businesses, including access to funding, mentorship, and networking opportunities, which can help these businesses grow and succeed.²³

The proposed Entrepreneurship program adequately addresses the need for employer input in the design and development of the program. There are several ways in which employer input could be used in future planning and program development, including:

- Advisory Board participation in program development and improvement, such as:
 - The curriculum of the program
 - The skills and knowledge that employers are looking for in graduates
 - The resources that are needed to support students in their entrepreneurial endeavors, and other points outlined in the Assessment section
- Mentoring program for students

By incorporating employer input into the design and development of the program, Stockton can ensure that the program is relevant to the needs of employers and that graduates are well-prepared to succeed in the workforce.

Duplication with comparable programs of study in the State

The establishment of the Entrepreneurship program at Stockton University represents a significant expansion of educational opportunities for prospective students seeking specialized training in this field. It is worth noting that seven other higher education institutions in New Jersey already

take throughout their time at the University. Faculty design courses based upon interests beyond their own discipline, which makes these courses enriching and also keeps faculty excited and committed to teaching them and consistently model life-long learning to students. Further, _____, along with _____ encourages the development of this new degree program to enhance ongoing economic diversification in the region.

Resources

Library Resources. No new library resources are needed to support the BS in Entrepreneurship program as the University's existing resources will be utilized. The School of Business already has access to several discipline-specific library resources such as Academic Search Complete, ABI/INFORM Collection, Business Source Premier, and the Small Business Reference Center which will provide students with the information they need to excel in the program. These resources are ideal for the Entrepreneurship program as they cover a wide range of academic areas that intersect with entrepreneurship such as market trends, innovation, and management. The ABI/INFORM Collection provides international coverage and offers a complete picture of companies and business trends around the world, while Business Source Premier offers a database covering business and management topics such as finance and marketing, including company profiles and market research. The Small Business Reference Center provides a multitude of resources for those writing business plans and researching how to finance a small business. The university has also purchased enhanced searching functionality within Business Source Premier, which makes it easy to browse and search for country economic data, company profiles, industry information, and market research.

Class Modality

The BS in Entrepreneurship program has access to computer science-related resources such as the ACM Digital Library and Computer and Information Systems Abstracts, which are provided by the Association for Computing Machinery. These resources contain full-text articles and bibliographic literature covering computing and information technology. In compliance with the _____-person undergraduate institution, the program is required to offer more than 50% of the courses in person. The faculty in the School of Business are scheduled to maintain a ratio of 70% in-person across all program courses and the Entrepreneurship BS degree program will follow the same standards. The modality of courses found in the BSNS FOUNDATION will be delivered as face-to-face, hybrid, or online based on the term, instructor, and to meet the ratio as a primary, in-person institution, refer n

APPENDIX A
CURRICULUM FOR PROPOSED B.S. IN ENTREPRENEURSHIP

B.S. ENTREPRENEURSHIP			
Fall 2024 - Spring 2025			
Core:	Entrepreneurship Core:		BSNS
206 Statistics	(4)	ENTR 3220 Entrepreneurship: Problem Solving & Id	CIST 1
<p style="text-align: center;">HNA 3110 Intro to Financial Mgmt* (4)</p>			
<p>ed courses (including _____ : Transfer students may use transfer</p>			
<p>GENERAL STUDIES REQUIREMENTS: 48 credits (6) (6)</p> <p>COURSES: (32 total credits) No more than 12 credits in any "C" category may be applied towards the BS degree.</p>			
_____ (4)	_____ (4)	_____ (4)	_____ (4)
_____ (4)	_____ (4)	_____ (4)	_____ (4)
_____ (4)	_____ (4)	_____ (4)	_____ (4)
_____ (4)	_____ (4)	_____ (4)	_____ (4)
<p>GENERAL STUDIES QUANTITATIVE REASONING</p>			
_____ (4)	_____ (4)	_____ (4)	_____ (4)
<p>PRE-REQUIREMENT: (3 courses)</p>			
_____ (4)	_____ (4)	_____ (4)	_____ (4)

The electives will be updated to align with those noted in the document.

Table A-2: Proposed Curriculum for a Minor in Entrepreneurship

A solid black rectangular bar redacting the content of the table.

THIRD YEAR - FALL	Credit	THIRD YEAR - SPRING	Credit
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APPENDIX B
LEARNING OUTCOMES FOR B.S. IN ENTREPRENEURSHIP

1) Entrepreneurship-Specific Learning Objective

Graduates will apply and synthesize concepts learned throughout the Entrepreneurship Program to demonstrate a level of professional competency required of a new entrant in venture formation or Entrepreneurship.

2) Fundamental Business Skills

Graduates will be able to perform fundamental business skills in management, finance, accounting, marketing, business analytics, and entrepreneurship.

- A. Graduates will be able to apply current management and administrative practices and theories.
- B. Graduates will be able to identify problems, determine potential solutions, and deliver a plan for a marketable product or service to meet market needs.
- C. Graduates will be able to manage the flow of funds within organizations.
- D. Graduates will be able to organize, record, and report business transactions.
- E. Graduates will be able to utilize the interrelationships between customers, products, and companies to guide effective decision-making.
- F. Graduates will be able to apply theories and skills of statistical data analysis and management science to support decision-making processes.

3) Critical Thinking and Problem Solving

Graduates will be able to diagnose problems in various business situations, gather and analyze relevant information to understand the problems, select and implement appropriate solutions and evaluate outcomes.

4) Ethical Reasoning

Graduates will be able to demonstrate ethical reasoning by recognizing moral dilemmas, analyzing their effects on stakeholders, and applying ethics theories to determine alternative solutions to those dilemmas.

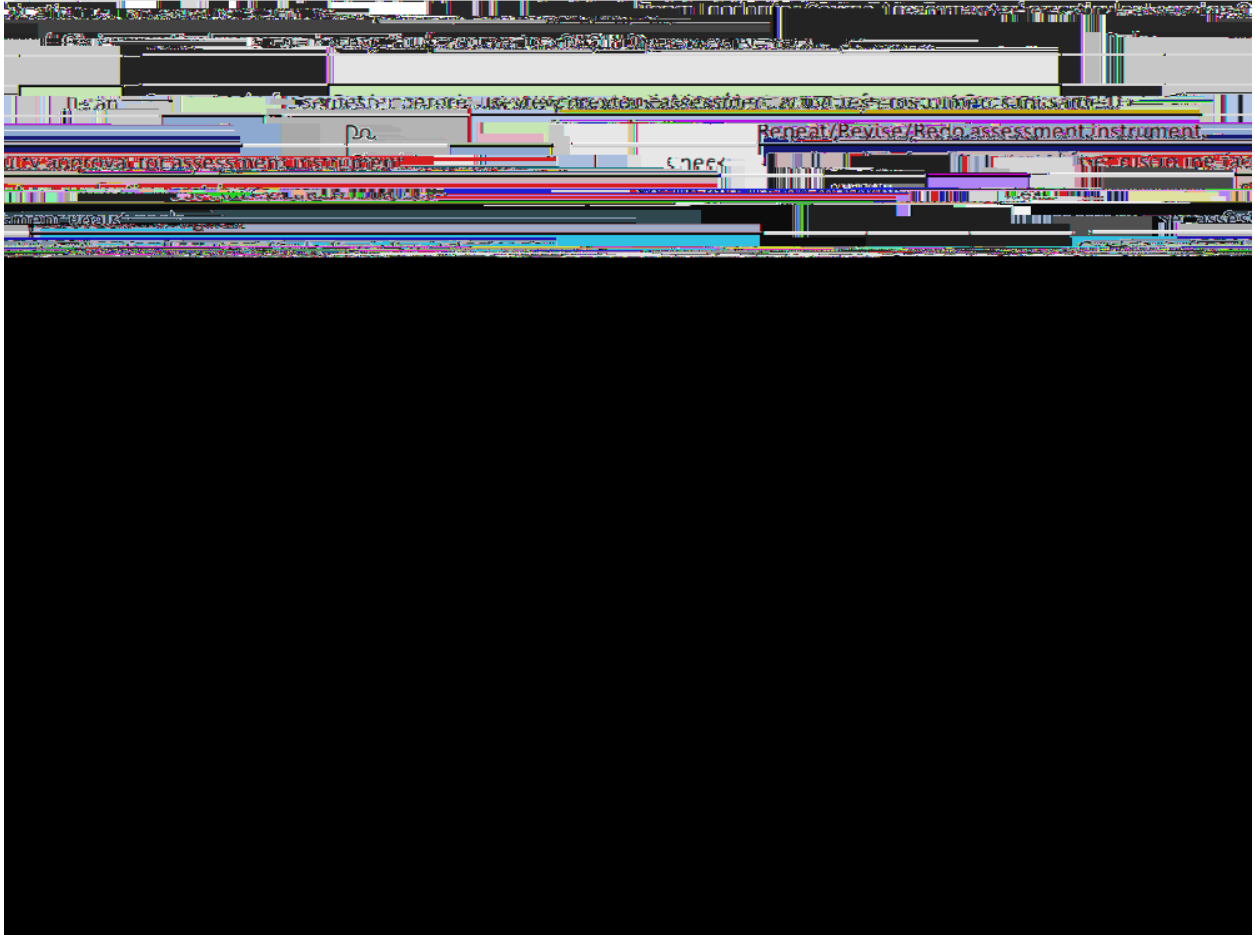
5) Professional Communication

Graduates will be able to communicate effectively in a professional environment.

- A. Oral communication: Graduates will be able to deliver information in a persuasive, logical, and organized manner with a professional demeanor using appropriate visual aids and questioning strategies.
- B. Written communication: Graduates will be able to create informational, analytical, and technical documents that are organized and concise, and incorporate credible sources.

6) Teamwork and Inclusion

APPENDIX C
SCHOOL OF BUSINESS ASSESSMENT COMMITTEE ASSESSMENT TIMELINE FOR
ENTREPRENEURSHIP



²⁴ Program Proposal for BS in Accounting. (2023). Presented to Faculty Senate, Stockton University School of Business.

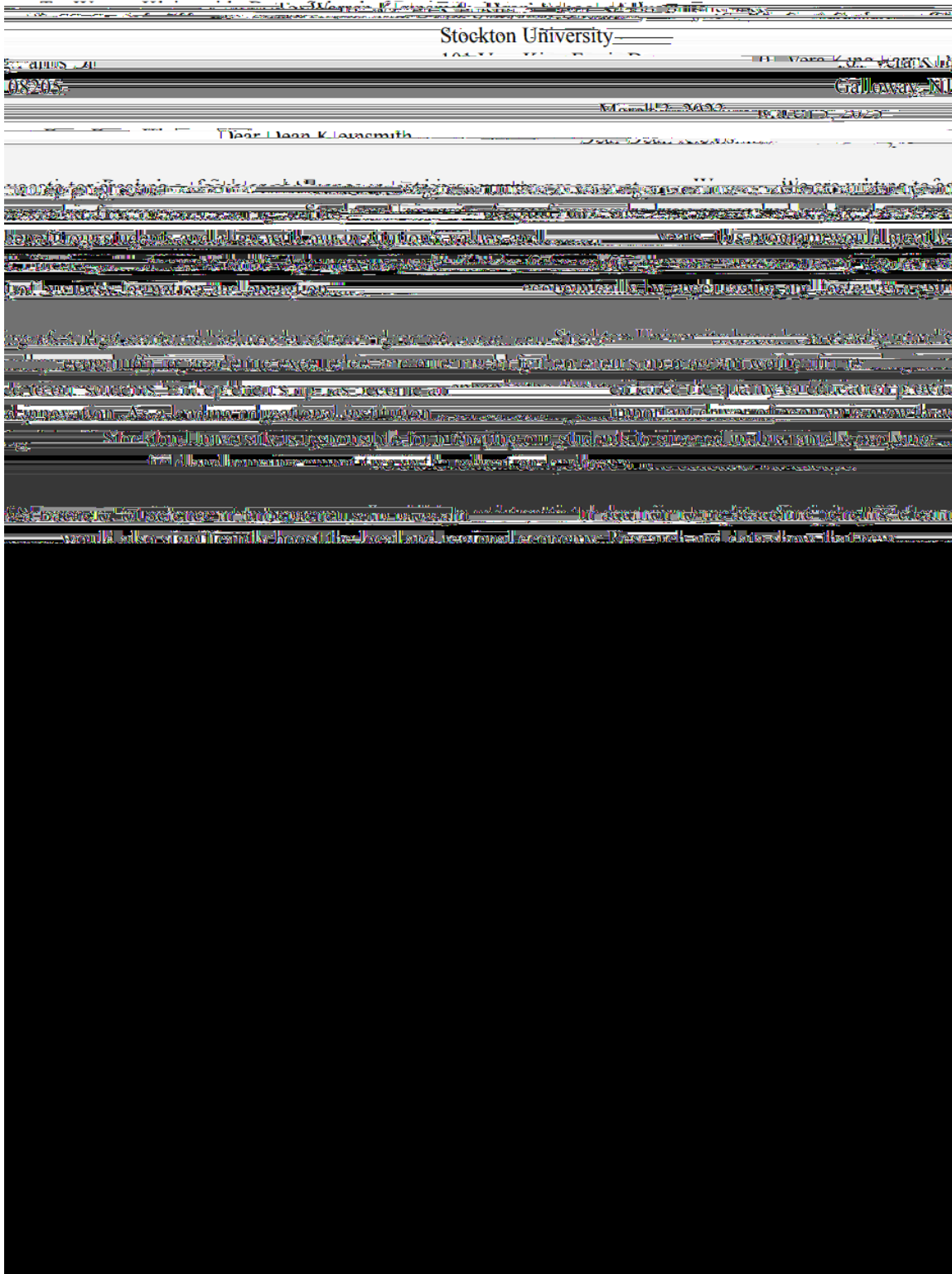
APPENDIX D
 COST COMPARISON ENTREPRENEURSHIP PROGRAMS AT PEER INSTITUTION
 BY TUITION

Table: Cost Comparison of Undergraduate Entrepreneurship Minors or Degrees at
 in the 202223 School Year
 Based on New Jersey Residency Sorted by Tuition Cost²⁵

Peer Institutions	Category	Approx. Tuition Cost
Kean University	Degree	\$12,595
Montclair University	Concentration	\$13,298
William Paterson	Degree **	\$14,208
Rowan University	Degree	\$14,376
<i>Stockton University</i>	Degree	<i>\$14,885</i>
Ramapo College of NJ	Minor	\$14,952
Rutgers University New Brunswick	Concentration	\$15,804
The College of NJ	Concentration	\$17,287
Temple University (PA)	Degree	<i>\$17,378</i>
NJ Institute of Technology	Degree *	\$18,016
Rider University	Degree	\$35,850
University of Delaware (DE)	Degree	<i>\$36,880</i>
Fairleigh Dickinson University	Degree	\$40,054
Monmouth University	Concentration	\$41,680
Seton Hall University	Degree	\$46,880
	Degree ***	<i>\$47,940</i>
Widener University (PA)	Concentration	<i>\$49,706</i>
Drexel University (PA)	Degree	<i>\$57,136</i>

Italics in the cost column denote out-of

APPENDIX E
LETTER FROM TASK FORCE MEMBERS



APPENDIX F
MARKET DEMAND DATA

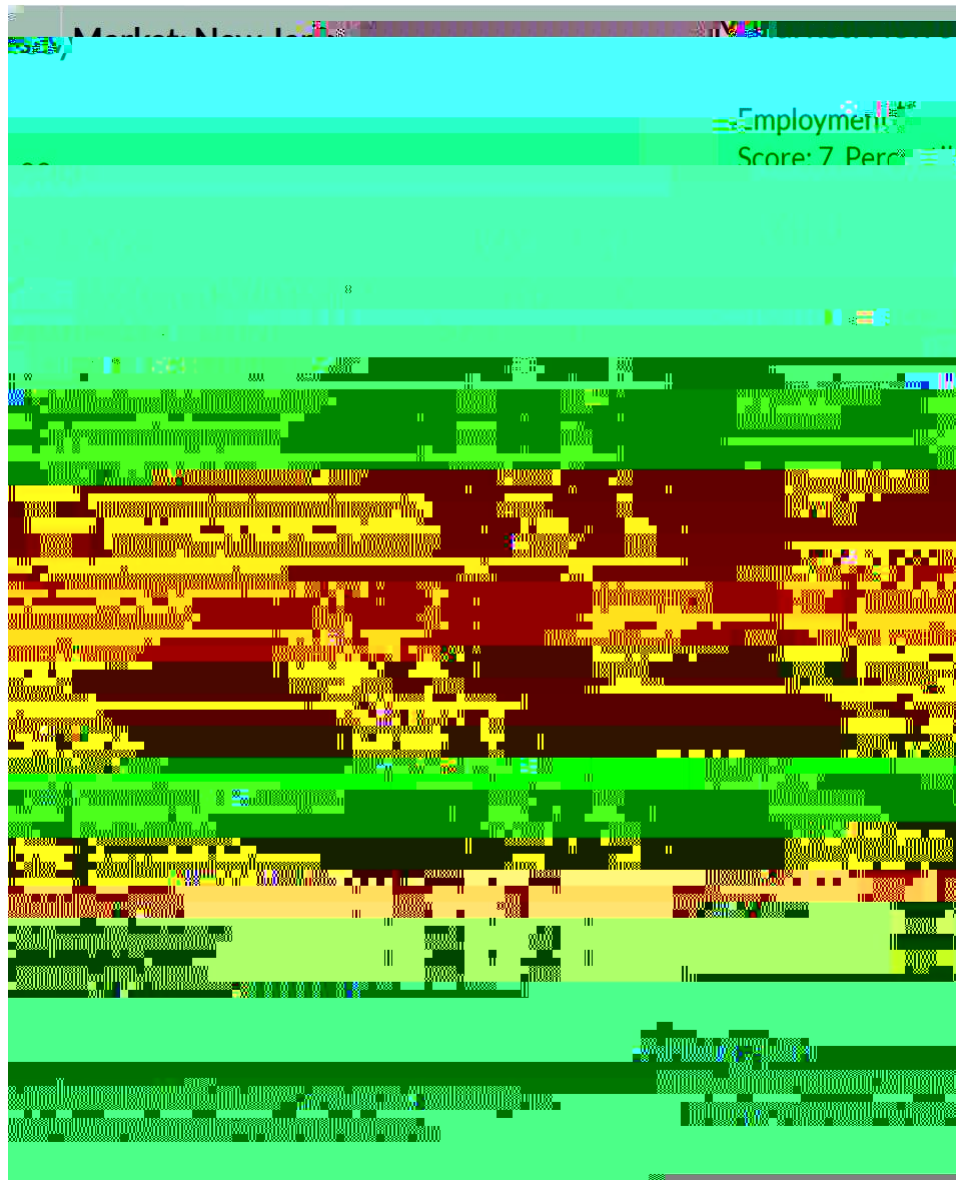
U.S. Bureau of Labor Statistics Occupational Employment and Wages, May 2021

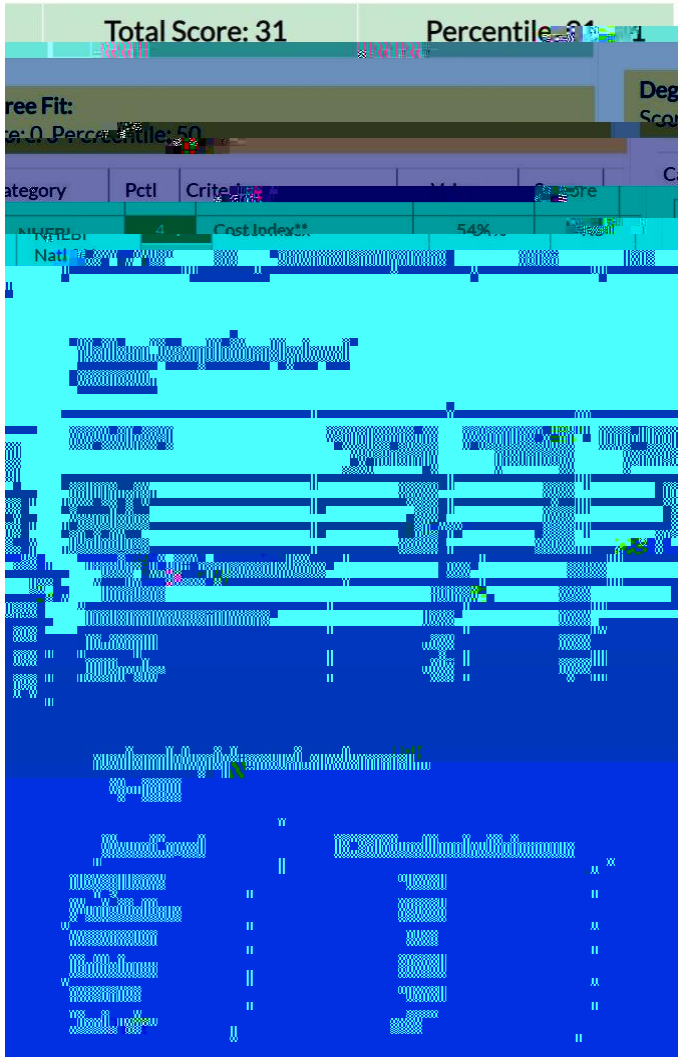
BLS.gov

https://data.census.gov/table?g=0400000US34_0500000US34001&d=ECN+Core+Statistics+Economic+Census&tid=ECNNAPCSIND2017.EC1700NAPCSINDPRD

<https://www.aceanj.com/resources/>

Gray & Associates Data was collected in 2023 regarding the market demand for Entrepreneurship programs in NJ and the surrounding area. The corresponding screenshot images appear below:





APPENDIX G
FACULTY DEPLOYMENT AND QUALIFICATIONS

Table G1: Faculty Deployment Data



