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Credits: 3:3

Course Prerequisites: None.

Instructor: Seung-Hyun Lee

Overview and Objectives of the Course:

Teaching Methods & Assignments for Achieving Learning Outcomes:

Required reading textbooks:


November 4 (R): Creating diverse forms for interactivity.

November 9 (T): Digital video and audio editing – Importing and editing video and audio.

*Reading assignment: Windows Movie Maker Instruction.

November 11 (R): Digital video and audio editing – Images, video, audio, and music.

*Reading assignment: Windows Movie Maker Instruction.

November 18 (R): Embedding and linking multimedia files.

CATALOG DESCRIPTION:

STUDENT LEARNING OUTCOMES:

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:

EVALUATION AND GRADING: 

Course Requirements and Assignments

Overview

Roles & Assignments

Overview

REQUIRED TEXTS/READINGS/REFERENCES:

Overview of Faculty Training

Speakers

Events

North Carolina Entrepreneurship Center (NCEC)

Letters of Support
II. Contact Information

Name of program contact: Dianne H.B. Welsh, Ph. D.

Title: Charles A. Hayes Distinguished Professor of Entrepreneurship

Institution: University of North Carolina Greensboro

Mailing Address: PO Box 26170 Greensboro, NC 27402-6170 USA

Phone: 336-256-8507

Email: dhwelsh@uncg.edu

Website:

http://www.uncg.edu/bae

http://web.uncg.edu/reg/Bulletin/Current/BAD/MajorENTR.aspx

http://entrepreneur.uncg.edu/

Paragraph about the program:

Entrepreneurship at UNCG serves as a catalyst for the creation of sustainable and globally competitive enterprises in the Piedmont Triad, North Carolina, and beyond. The Entrepreneurship Cross-Disciplinary Program includes 38 cross-disciplinary courses in 20 departments with 7 profiles that the students choose from at the undergraduate and graduate levels: Creative Industries Entrepreneurship, Family Business Entrepreneurship, Franchising Entrepreneurship, Healthcare Entrepreneurship, International Entrepreneurship, Social Entrepreneurship, and Science, Technology, and Innovation Entrepreneurship. The program offers a major, minor for business students, minor for non-business students, and a graduate certificate in Entrepreneurship. The North Carolina Entrepreneurship Center at UNCG serves as an auxiliary to the program to provide outreach to the campus and external community to assist entrepreneurs start and grow their businesses. The Program is the largest cross-disciplinary program in the State of North Carolina.
USASBE AWARDS FINALIST INFORMATION FORMS

I. USASBE 2012 General Release

I authorize the United States Association for Small Business and Entrepreneurship ("USASBE") to display our university or program image on USASBE.org for purposes of promoting the USASBE Awards, if my program is selected as an award winner, at USASBE 2012 in New Orleans, and to record through electronic means my presentation at the USASBE 2012 Conference being held from January 12-15, 2012, and to use any such recording on the USASBE website, and to use clips, still images or excerpts of the presentation for USASBE marketing purposes. USASBE agrees that it will not use the recording of the presentation for any other purpose without your prior written approval.

Award Category: Best Emerging Program

Institution Name: University of North Carolina Greensboro

Print Contact Name: Dianne H. B. Welsh

Contact Signature: Dianne H. B. Welsh

Date: 11/30/11
November 30, 2011

USASBE:

On behalf of The University of North Carolina Greensboro, we are committed to Dianne H.B. Welsh, Ph.D. to attend the 2012 USASBE Conference in New Orleans and present to the finalist judges’ panel. Dianne is the Director of the Entrepreneurship Cross-Disciplinary Program and is the architect of our Entrepreneurship Program. Thank you for the honor of UNCG being named a finalist for the Best Emerging Program.

Sincerely,

Kevin B. Lowe
Chair, Department of Business Administration
September 28, 2011

USASBE Education Awards Committee:

We commit to having Dr. Dianne Welsh attend the USASBE Conference and present to the finalist judges’ panel if a finalist for The Outstanding Emerging Entrepreneurship Program Award in January 2012. We also commit to Dr. Welsh being available to serve as a judge in this category twice in the subsequent five years.

Sincerely,

McRae C. Banks, II
Dean
USASBE Nomination
Outstanding Emerging Entrepreneurship Award

Nominee
The University of North Carolina at Greensboro Entrepreneurship Cross-Disciplinary Program

Program Purpose
The Cross-Disciplinary Entrepreneurship program responds to educational demands created through dramatic changes in the nature of business. Entrepreneurship has revolutionized all aspects of business. In response to the role of the university in economic development and to develop new kinds of learning, we aligned our curricula more closely with the needs of all students to develop an entrepreneurial mindset and skill set. Entrepreneurship is sorely needed to build workforce knowledge to meet the demands of an ever-changing world, especially in the Piedmont Triad and the State of North Carolina. While once a powerhouse of Fortune 100 companies, the Piedmont Triad Region of central North Carolina now struggles to compete in the global economy. Large numbers of textile, furniture, and tobacco manufacturing jobs have left the region permanently as a result of shifts in preferences, technological gains, labor costs, and the world economy. We lacked an entrepreneurial skill base that is mandatory to transform our population. Twenty-first Century skills were not available in the Piedmont Triad through accessible higher education opportunities in Entrepreneurship. We developed the one major available in Entrepreneurship at a public university in the Piedmont Triad; as well as a minor for non-business students, a minor for business students, and a graduate certificate. Our university has the largest percentage of minority students in the State of North Carolina at a majority school, 70% of our students receive financial aid, and 40% of the students graduating from the business school are the first person in their families to attend college.

The Entrepreneurship Cross-Disciplinary Program is designed to respond to this demand in conjunction with our strong, ongoing economic development outreach initiatives. The curriculum includes courses across campus in Entrepreneurship that further increases students’ knowledge base in specific areas of interest and the development of an “entrepreneurial mindset,” as outlined by Leo I. Higdon, Jr. in the winter 2005 issue of Liberal Education. This serves to alleviate a major concern of employers that graduates lack sufficient Entrepreneurship knowledge to meet the demands of a changing business environment. We have 30 cross-disciplinary courses and another eight that relate to entrepreneurship for a total of 38 courses in 20 departments that are blended courses—the discipline specific knowledge with Entrepreneurship.

The Entrepreneurship program has a major (B.S. Entrepreneurship launched fall 2010), two minors in Entrepreneurship—one for non-business majors, and another for business students (launched fall 2009), and a graduate certificate in Entrepreneurship (launched fall 2010, on-hold for 2011-2012 with the budget cuts) that is open to those with a baccalaureate degree with any major. The certificate has two tracks—Entrepreneurship and Corporate Entrepreneurship. The students are first prepared by completing foundation courses in Entrepreneurship taught in the business school. Then they build on this knowledge by selecting one of seven profiles based on extensive research on job growth for the next twenty years: Creative Industries Entrepreneurship, Family Business, Health Care Entrepreneurship, International Entrepreneurship, Franchising, Social Entrepreneurship, and Science, Technology, and Innovation Entrepreneurship. The students then have the option of choosing elective courses to complete their credit hours in other profiles that may apply to their career goals. The required capstone in Entrepreneurship (the only major that requires an internship in the business school) experience is also based on the seven
profiles and custom designed for the student. The unique entrepreneurial internship program targets industry clusters of healthcare and biotech, logistics, wholesale trade, finance and insurance, food processing, retail studies, design, and the arts to further opportunities for our students and the business community that includes shadowing an entrepreneur and specific matched projects agreed upon by the business and student. A unique paid internship which scholarships the student intern one-half from the business school and one-half from the Greensboro Partnership (Chamber of Commerce) is open to only Entrepreneurship majors and minors is available for students since the spring of 2010. The businesses where the students work contribute to the chamber’s share.

Nominee Point of Contact for Additional Information
Dr. Dianne H. B. Welsh, Ph.D.
Hayes Distinguished Professor of Entrepreneurship
Entrepreneurship Cross-Disciplinary Program Director
The University of North Carolina at Greensboro
P.O. Box 26170, 516 Stirling Street
Greensboro, NC 27402-1670
336-256-8507, 336-334-5580 Fax
dhwelsh@uncg.edu

Primary Objectives
The educational objectives for the Entrepreneurship program at UNCG are as follows.

- Analyze how Entrepreneurship is applied through an interdisciplinary approach.
- Incorporate creative and innovative thinking into entrepreneurial behavior and action.
- Identify and evaluate ideas to determine opportunities through feasibility analysis.
- Develop potential opportunities for action through a business plan.
- Evaluate the financial health of the business, including cash flow and the relationship between other limited resources, in order to prepare a financial forecast.
- Communicate entrepreneurial findings effectively, both orally and in written form.
- Apply the business core and Entrepreneurship knowledge and skills in a capstone experiential learning opportunity.

The objectives of the Entrepreneurship Cross-Disciplinary Program (ECDP) campus-wide office are to:

- Promote teaching and learning through the development, delivery and continuous improvements of cross-disciplinary courses, serving primarily non-business school majors,
- Enable all students to gain a greater understanding and fuller appreciation of the role of entrepreneurs in society especially in the sciences, and arts, and
- Assist students in acquiring knowledge and developing attitudes necessary for being a successful entrepreneur in their chosen field of study and career.

The objective of the North Carolina Entrepreneurship Center (NCEC) is to:

- Serve as a catalyst for the creation of sustainable and globally competitive enterprises in the Piedmont Triad, North Carolina, and beyond.

Audience Served Through the Program
Our program’s principle purpose is to prepare students in any major to be creative and innovative in any work environment. In addition to our program’s cross-disciplinary nature, there is also a multifaceted nature of Entrepreneurship that is embedded within the curriculum's courses. The vast majority of undergraduate programs in the United States focus on private-sector Entrepreneurship. Our program will
also focus on Public-Sector Entrepreneurship and Social Entrepreneurship, where Social Entrepreneurship is viewed within the intersection between Private and Public Entrepreneurship. This answers the call to educate students in Entrepreneurship in the non-profit, public sector as well as the for-profit sector. Graduates are prepared to pursue graduate study in Entrepreneurship or a specific area of liberal education. This further enhances scientific research, innovation, and knowledge generation as well as cultural and social thinking. The ECDP serves the university across campus while the NCEC is focused externally on economic development. Programs of interest to both the university and the community are jointly sponsored. The following is a list of student enrollment in the ENT Major and Minor for fall 2011. Total enrollment for the program can be seen in Exhibit 3.

**ENT Majors:**
Admitted: ENTB as 1st Major 24; ENTB as 2nd Major 2; Total 26
Pre-admitted: PENT as 1st major 91; PENT as 2nd major 5; Total 93
Total Majors: 119

**ENTB Minors:**
Non-Bryan: 1st minor 57, 2nd minor 5; total 60
Bryan: 1st minor 39 second minor 4; total 43
Total Minors: 105

**Program Description**
This transformative cross-disciplinary Entrepreneurship program is designed to provide students with the knowledge and skills needed for the 21st Century. The Entrepreneurship major, two minors, and graduate certificate are built on a foundation of entrepreneurship with cross-disciplinary profiles to allow for customization. The seven profiles based on job growth include: Creative Industries, Family Business, Franchising, Health Care Entrepreneurship, International Entrepreneurship, Social Entrepreneurship, and Science, Technology, and Innovation Entrepreneurship. The course brochure is listed under Exhibit 4. This innovative pedagogy is transferrable to other schools and the profiles expand as more cross-disciplinary courses are developed. The broad nature also allows for schools to customize to their specializations, faculty expertise, and regional economic drivers. The North Carolina Entrepreneurship Center (NCEC) focused on community development and acts externally while the Entrepreneurship Cross-Disciplinary Program (ECDP) acts internally to spread entrepreneurship across campus. Both have advisory boards and function as outreach programs. They were founded by Dr. Welsh, who served as the part-time director of the NCEC (NCEC) for the first two years of operation before transitioning to a full-time director. The ECDP was created in the fall of 2011 and Dr. Welsh serves as its part-time director with the Hayes Distinguished Professorship in Entrepreneurship. She served as the architect for the entire academic and non-academic Entrepreneurship Program at The University of North Carolina at Greensboro, including submitting all the forms to the State of North Carolina General Administration for the BS in Entrepreneurship, establishing the NCEC with the Board of Trustees, and the Governance Documents for the ECDP with the Provost and Council of Deans. In addition, Dr. Welsh led the curriculum development as well as designing all the programs in the seven areas based on research of career growth in the next 20 years. She designed ten of the courses offered as well as oversaw the development of the other courses across campus and assured the forms were submitted. The cross-listing of the courses is a new concept at UNCG. With an exception of a few courses, all courses are cross-listed with ENT. The course descriptions can be found in Exhibit 1.
Unique Aspects and Features of the Program
The ENT curriculum offers 38 cross-disciplinary courses in 20 departments with joint learning objectives in one of seven profiles and entrepreneurship and taught by the expert in the discipline who has been trained in Entrepreneurship. This holistic model brings together students with common interest who would not otherwise have classroom interaction. In addition, the Sustainable Entrepreneurship Living-Learning Community opened in the fall of 2011 (Living-Learning Community). Located on the top floor of the new, six-story Jefferson Suites residence hall at UNCG, it consists of 25 freshmen and 27 upper classman.

Living-Learning Communities (LLCs) are where students with common goals and interests can live, learn and study together. Jefferson Suites will not only be a place for our students to call home but a creative and collaborative community shared by students and faculty alike. Living-Learning Communities are an integral component of our strategy to increase the retention and graduation rates of our students. With the opening of Jefferson Suites, more of our students will have the opportunity to live in a place that fosters discovery and growth, an environment we believe is a recipe for student success. Students in the Sustainable Entrepreneurship LLC enjoy common living space; access to an in-house incubator space, which includes computers, loaded with design software; as well as specialized classes taught on-site. Courses include instruction in business writing, the history of entrepreneurship and economics.

Students will also get real-world experience through a special entrepreneurship store, located across the street from Jefferson Suites, called the “Spartan Trader.” The store centered on entrepreneurship and sustainability made by students, faculty and staff and entirely student run. The store will open in February of 2012 and three courses are scheduled to be taught through the store. They will cover topics in entrepreneurship, consumer retail studies, hospitality, and the core living learning courses in entrepreneurship and sustainability. The Collegiate Entrepreneurs’ Organization (CEO) Club is also proposed to be a store partner above the retail store. The CEO office and entrepreneurship student and faculty collaborative space is an excellent place for idea generation.

Sources of Funding and Support
The academic entrepreneurship program is funded through the university. A new tenure-track professor began in the fall of 2011 and was the only hire in the business school this year. Professors from across campus that have been trained in Entrepreneurship teach the courses housed in their department. The Coleman Foundation Fellows program has supported six cross-campus Fellows for the last two years. The ECDP is funded through the Provost’s office and supports a salary stipend for the Director, a Graduate Assistant, and two work-study students. The NCEC is funded through the Office of Research and Economic Development. From 2009-2011, Dr. Welsh raised $177,000 in gifts, grants, and contracts in addition to the base funding of $375,000 the university provided. The external board of the NCEC contributes a minimum of $1,000 a year. A full-time Director, Program Coordinator, a Bryan School of Business & Economics Lincoln Financial Intern, and two work-study students.

Benefits for Students
Through experiential opportunities combined with classroom learning, the students get hands-on preparation to start and grow their businesses. The NCEC and ECDP sponsor a joint speaker series with real entrepreneurs, the Piedmont Angel Network has companies pitch on campus with students participating, the paid internship program that grants scholarships with the Greensboro Partnership
provides work experience in one of the seven areas of the major and minor, and the retail store on campus opening spring 2012 will also provide hands-on experience. There are also business plan contests, the Southern Entrepreneurship in the Arts Conference, a licensing class where students can vie for a loan to start their business on campus, among other opportunities. The end goal is that the student is prepared for success upon graduation.

Outcomes

**Short term**- Graduates will possess an entrepreneurial skill base that is mandatory to transform our population. This is the only BS in Entrepreneurship at a public university in the Piedmont Triad Region of North Carolina. Combined with our strong, ongoing economic development outreach initiatives, students have access to opportunities not previously available. We are producing graduates that are globally ready by equipping them with Entrepreneurship skills for the 21st Century.

**Long term**- Graduates with this degree will possess the knowledge, skills, and attitudes necessary to create organizations as well as advance in these organizations. Entrepreneurship knowledge is increasingly cited as a critical success factor. Graduates with this degree will also be prepared to pursue graduate study in Entrepreneurship or a specific area of liberal education. This will further enhance scientific research, innovation, and knowledge generation as well as cultural and social thinking. Additionally, the core courses in business required of all majors in the Bryan School will provide the background necessary to pursue the M.B.A. degree.
Entrepreneurship Cross Disciplinary Program (ECDP)
Living Learning Community (LLC)
Course Descriptions

Sustainability and Entrepreneurship Living-Learning Community Course Descriptions

Assignments Specifically Designed Around Entrepreneurship and Sustainability

Entrepreneurship

ENT/BUS 130
Entrepreneurship in a Sustainable Global Environment
COURSE DESCRIPTION: Entrepreneurship is examined in relation to the global forces restructuring the world economy that call for sustainability and innovation in the changing new world beyond the 21st Century. This course will utilize an analytic framework for considering and solving problems of entrepreneurship and sustainability worldwide that will encourage critical thinking and better prepare students for higher level college coursework. The primary target audience is freshman and sophomores.

ENT/BUS 201
Creativity, Innovation and Vision: Entrepreneurship and Sustainability
COURSE DESCRIPTION: Explores the processes of creativity and innovation through an interdisciplinary lens, along with the examination of creative behaviors leading to new concept development and study of the impact of creativity and innovation on society.

ENT/BUS 240
Introduction to Entrepreneurship: Entrepreneurship and Sustainability
COURSE DESCRIPTION: Creativity and innovation are the keystones in a changing global society. In this course we will take an interdisciplinary view of creativity and innovation and the role both processes play in developing economic, social, and cultural institutions. The course will emphasize the development of relationships and networks that cultivate creative and innovative behaviors. In addition to lectures, the course will involve guest presentations by individuals who have made significant contribution in the areas of science, music, art, and business or entrepreneurship.
ENT/PHI 361  
**Ethical Issues in Business**  
**COURSE DESCRIPTION:** Ethical theory and its application to business: economic justice, corporate responsibility, self-regulation and government regulation, conflict of interest, investment policy, advertising, and environmental responsibility.

**General Education Requirements**

**BUS 105A**  
**Introduction to Business Skills Development**  
**COURSE DESCRIPTION:** This course is open to first and second semester freshmen and emphasizes the development of business skills determined by employers as critical for success. This course also fosters development of skills early in a student’s academic career to promote success in both college and work.

**HIS 206**  
**China, Europe, and the Making of the Modern World Economy**  
**COURSE DESCRIPTION:** This course is designed for students in the freshman learning community: Global Entrepreneurship and Sustainability. The course will focus on the history of the world economy and provide historical perspectives for evaluating changes in the world economy and entrepreneurial/sustainable thinking.

**ENG 103**  
**Essentials of Professional and Business Writing**  
**COURSE DESCRIPTION:** English 103 creates a practical and dynamic learning environment that expects you to understand, develop, and apply information through effective written business and professional communication strategies.

**ECO 100**  
**Economics of a Global Sustainable Society**  
**COURSE DESCRIPTION:** Explores basic economic principles used to analyze challenges and alternative solutions associated with achieving a global sustainable society. Topics include: pollution, natural resources, green production, and rural and urban development.
Living Learning Community (LLC)
Summary

SUSTAINABLE ENTREPRENEURSHIP
Live the Experience

The SUSTAINABLE ENTREPRENEURSHIP LIVING-LEARNING COMMUNITY immerses students in a creative and collaborative “think-tank” environment. The program is focused on building transferable entrepreneurship knowledge and skills for business success in a dynamic global economy that is increasingly restructured by concerns about sustainability. Learn to innovate and reinvent yourself to make a difference and achieve success in the global sustainable world. ELIGIBILITY: Open to freshmen and sophomores studying Entrepreneurship either as a major or minor in the Bryan School of Business & Economics as well as non-business Entrepreneurship minors.

BENEFITS:
- 24 hour technologically equipped brainstorming/creativity center located on your residence hall floor
- Networking with business leaders and entrepreneurs
- Live and collaborate with other creative entrepreneurship students
- Guaranteed registration in specially designed courses
- Superior preparation for the global marketplace
- Incubator start up experiences, individualized business coaching from specially trained staff, field experiences and talks on global business topics
- Enjoy the amenities of UNCG’s new LEED

REQUIRED COURSES:

FRESHMEN
Fall
ECO 100, CST 105 and BUS 105, or
ENT/BUS 130, World History and BUS 105

Spring
ENT/BUS 130 and World History or
ECO 100 and CST 105

SOPHOMORES
Fall
ENT 201 and ENG 103

Spring
ENT 240 and PHI 361

For more information and an application contact John Sopper, Office of Undergraduate Studies, @ jrsopper@uncg.edu
Living Learning Community (LLC)
Flyers

Join the Communities at UNCG!

Make the most of your UNCG experience...
... learn with friends, transition to college, and succeed at UNCG!

By joining one of UNCG’s signature learning communities or living-learning communities you’ll gain real world experience, while building a foundation for lifelong learning!

Sustainable Entrepreneurship Living-Learning Community

The Sustainable Entrepreneurship Living-Learning Community immerses students in a creative and collaborative “think-tank” environment. The program is focused on building transferable entrepreneurship knowledge and skills for business success in a dynamic global economy that is increasingly structured by concerns about sustainability. Learn to innovate and reinvent yourself to make a difference and achieve success in the global sustainable world.

ELIGIBILITY:
Open to freshmen and sophomores studying Entrepreneurship

Required Courses:
Freshmen- Fall
ECO 100, HIS 208 and BUS 105, or ENT/BUS 130, ENG 103 and BUS 105
Freshmen - Spring
ECO 100, HIS 208 and BUS 105, or ENT/BUS 130, ENG 103 and BUS 105

Sophomores- Fall
ENT 201
Sophomores -Spring
ENT 240 and PHI 361

Benefits:
- Technologically equipped brain-storming/creativity center on your residence hall floor
- Networking with business leaders and entrepreneurs
- Live and collaborate with other creative entrepreneurship students
- Guaranteed registration in specially designed courses
- Incubator start up experiences, individualized business coaching from specially trained staff, field experiences and talks on global business topics
- Enjoy the amenities of UNCG’s new LEED Certified Residence Hall

For more information and an application visit: learningcommunities.uncg.edu
Give Your Ideas A Place To Grow

Sustainability and Entrepreneurship Living-Learning Community

- Small Class Sizes
- Personalized Business Coaching
- Work With Like-Minded Peers
- Incubate Your Ideas

Entrepreneurship and Sustainability Living-Learning Community
Apply Now to Reserve Your Space for Next Year
Apply @ hrI.uncg.edu or Laura Pipe, Office of LLC's, @ lmpipe@uncg.edu
It doesn’t have to be a gem to last forever

Entrepreneurship and Sustainability Living-Learning Community
Apply Now to Reserve Your Space for Next Year
Apply @ hrl.uncg.edu or Laura Pipe, Office of LLC’s, @ lmpipe@uncg.edu
Want to live in the new
JEFFERSON SUITES

Entrepreneurship and Sustainability
Living Learning Community
Jefferson Suites Top Floor

Freshman and Sophomore Applications are being accepted starting November 1
@ learningcommunities.uncg.edu

Current interest or concerns can be sent to: learningcommunities@uncg.edu.

THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO
Entrepreneurship
Cross-Disciplinary Program
Sustainable Entrepreneurship
Living-Learning Community

Learn To Innovate And Reinvent Yourself To Make A Difference
And Achieve Success In The Global Sustainable World

-Live And Collaborate With Other Creative Entrepreneurship Students
-Technologically Equipped Brain-Storming Center On Hall Floor

-Network With Business Leaders And Entrepreneurs
-Incubator Start Up Experiences, Individualized Business Coaching

-Guaranteed Registration In Specially Designed Courses
-Field Experiences, Lectures On Global Business Topics

Learn Beyond The Book

For more info and to apply visit bret.uncc.edu or uncc.edu/hae
Program Data
Program Data

Course Descriptions

Entrepreneurship Course Descriptions

Courses for Undergraduates

130 Entrepreneurship in a Sustainable Global Environment (3:3)
Global forces will restructure the world economy for the foreseeable future. Entrepreneurship, sustainability, and innovation will drive companies and individuals and produce major changes within that environment. (Same as BUS 130)

200 Introduction to Entrepreneurial Finance (3:3)
Introduction to problems and methods in business finance within the context of entrepreneurial ventures. Topics include business formation, sources of financing, financial statements, business valuation, budgeting, and measuring financial performance. (Summer) (Same as FIN 200)

201 Creativity, Innovation, and Vision (3:3)
Creativity and innovation is examined through an interdisciplinary lens. We examine how creative and innovative thinking gives us the vision to see opportunities and how they impact society. (Fall & Spring) (Same as BUS 201)

206 Campus Entrepreneurs (3:3)
Students learn the basics of establishing a new business from idea to inception through the finalized business plan. Students may have the opportunity to establish a viable business on campus. (Same as BUS 206 ; formerly ENT 306)

215 The Economics of Entrepreneurship (3:3)
Study of entrepreneurship from history of economic thought perspective and application of such concepts to economic agents. Emphasis on economic thought, market activity, and economic growth. (Spring) (Same as ECO 215)

240 Introduction to the Entrepreneurial Experience (3:3)
Introduction to the entrepreneurial experience including historical perspectives, the role of entrepreneurs in supporting the economy, the entrepreneurial process, venture creation, and innovation. (Same as BUS 240)

290 Entrepreneurship and the Internet (3:3)
This introductory course provides students with the theoretical and practical foundation needed to become an entrepreneur able to conceive and develop business plans to create a new venture on the Internet. (Spring) (Same as ISM 290)
291 Entrepreneurship and Technology in Health Care (3:3)
Introduces how technology helps create new business ventures in the health care industry. Health care delivery processes and mechanisms relevant to turning ideas into profitable opportunities will be addressed. (Summer) (Same as ISM 291)

292 IT Entrepreneurship (3:3)
Fundamentals of advanced technologies are presented and entrepreneurial skills needed to manage the challenges inherent in attempting to take advantage of innovations driven from those technologies are discussed. (Same as ISM 292)

300 Ideas to Opportunities: Feasibility Analysis (3:3)
Provides the knowledge and skills to develop a feasibility plan for a new business venture that will be the basis for developing a business plan. (Fall & Spring) (Same as BUS 300)

312 Economics of Technology (3:3)
Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, R&D management, patenting, and technology assessment. (Fall) (Same as ECO 312)

320 Multimedia for Social Entrepreneurship and Civic Engagement (3:3)
Introduction to multimedia reporting and production, with the creation of a home page for civic organizations engaged in social entrepreneurship to enhance learning by engaging in community service activities. (Fall or Spring) (Same as MST 320)

321 Creativity, Design, and Entrepreneurship (3:3)
Theories and applications of design thinking and entrepreneurial thinking will be explored. Students interested in innovation and creativity with application ranging from regional to global in practice will benefit. (Fall) (Same as IAR 321)

335 Entrepreneurial Finance (3:3)
This course focuses on financial analysis, financial forecasting, financing, capital costs, and working capital management of start-up businesses and existing businesses in the early stages of development. (Fall) (Same as FIN 335)

336 Opportunities to Action: Business Plan (3:3)
Provides the knowledge and skills to develop a feasibility plan into a business plan for a new venture, which culminates in a business plan competition. (Fall & Spring) (Same as BUS 336)

337 Family Business (3:3)
Overview of family business, including what is required for family harmony and business continuity. (Fall) (Same as BUS 337)
338 Franchising (3:3)
This course introduces the student to opportunities in franchising including becoming a franchisee or franchisor. (Fall) (Same as BUS 338)

339 Entrepreneurial Leadership (3:3)
Leadership theories, skills, and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements.

340 Social Entrepreneurship (3:3)
Introduction to social entrepreneurship including identification of social problems and how they are solved through innovation, community impact, sustainability, ethical, scalable, economic value creation, and risk-taking efforts. (Fall & Spring) (Same as BUS 340)

342 International Entrepreneurship (3:3)
Creation and management of business ventures with international dimensions are examined, and economic and formal/informal institutions affecting entrepreneurship are discussed. (Same as BUS 342)

354 Entrepreneurship in Hospitality and Tourism (3:3)
Principles of hospitality entrepreneurship and hospitality business investment. Exploration of hospitality and tourism case studies to determine risks and rewards of investment in hospitality business concepts. (Fall) (Same as HTM 354)

403 Entrepreneurial Marketing (3:3)
Focuses on marketing strategy, planning, and tactics for entrepreneurial firms. Addresses general marketing issues and specific "real world" marketing problems. Entrepreneurial firms serve as clients for student consulting teams. (Spring) (Same as MKT 403)

427 Personal Selling Internship (3:0:9)
Minimum of 100 hours planned work experience in an organization with a personal sales force. Instructor will provide placement or must approve placement in advance. (Same as MKT 427)

431 Entrepreneurship in Apparel and Design (3:3)
Exploration of issues in entrepreneurship relative to apparel retailing and design, and development of skills necessary to establish and maintain a successful business.

450 Directed Business Practice (1–4:1:3–12)
Planned work experience approved in advance by instructor. Regularly scheduled class attendance as well as reading, writing, and skill practice assignments are required. (Same as BUS 450)
470 Entrepreneurial/Small Business Management (3:3)
Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business. (Fall) (Same as BUS 470)

493 Honors Work in Entrepreneurship (3:3)
Paper or project in one of the seven profiles in Entrepreneurship; may be in conjunction with the North Carolina Entrepreneurship Center.

499 Selected Topics in Entrepreneurship (1–3)
Study of topics of common interest to those interested in entrepreneurship. Group discussion and study rather than independent study emphasized. Generally non-recurring topics studied. (Same as BUS 499)

Courses for Advanced Undergraduates & Graduate Students

524 Media Financing and Distribution (3:3)
The processes of raising and budgeting funds and distributing film and videos for theatrical release, direct DVD/video release, or television broadcast.

525 Media Organization and Management (3:3)
Principles and practices of the organization and management of electronic media and motion pictures.

535 Entrepreneurship and Independent Press Publishing (3:3)
Exploration, analysis, and participation in independent press publishing from inception to final product while practicing the entrepreneurial strategies needed to begin a successful venture. (Spring) (Same as ENG 535)

540 Social Entrepreneurship: Justice and a Green Environment (3:3)
Interdisciplinary course in social entrepreneurship. Exploration of models for designing and implementing entrepreneurial projects that respond to social, economic, environmental, and justice issues. Introduction to direct action and evaluation. (Same as BUS 540, CST 540, SWK 540, WGS 540)

588 Theatre Entrepreneurship (3:3)
Entrepreneurial concepts applied to the formation and management of a new theatre/performing arts company.
605 Entrepreneurial Family Business (3:3)
Explores and analyzes in detail the management, ownership, family/business leadership skills, succession and governance practices found in entrepreneurial family-owned and family-controlled businesses.

606 International Entrepreneurship (3:3)
Issues related to starting, joining, or holding stakes in international ventures, that creation and management of business ventures that have international dimensions, economies and formal/informal institutions affecting entrepreneurship.

607 Entrepreneurship: Venture Opportunities and Plan (3:3)
Knowledge and skills to evaluate ideas to determine if they are potential opportunities by developing a feasibility analysis, culminating in a venture plan. To launch and grow a new business.

608 Corporate Entrepreneurship (3:3)
Examination of the challenges and opportunities for employees and organizations in creating and maintaining an entrepreneurial culture. Students consult with local for profit or non-profit organizations to perform an entrepreneurial audit.

609 Franchising (3:3)
Develop knowledge and skills needed to succeed as a franchisee, franchisor, or franchise executive, including understanding franchise Disclosure Document and the role of entrepreneurship in franchising.

615 Entrepreneurship for the Sciences (3:3)
Develop knowledge and skills in entrepreneurship to identify and evaluate sciences and technology ideas in chemistry and the life sciences as opportunities to take through the feasibility and business plan.

616 Entrepreneurship for Clinical Practice (3:3)
Designed to teach students how to effectively build and implement a successful business model (e.g. private practice) for the design and delivery of clinical practices, or related services.

661 Entrepreneurial Career Development in Music (3:3)
Focus on the entrepreneurship knowledge, skills, and career development to enable students to become the architect of his/her future.

671 Issues in Apparel and Related Industries Entrepreneurship Research (3:3)
Current state of research on entrepreneurship studies in general and particularly within the apparel and related products industry.

672 Web Programming (3:3)
Apply fundamental programming concepts in designing and implementing applications for the web. Foundations for developing web applications.
677 Entrepreneurship Opportunities in Healthy Aging (3:3)
Examination of entrepreneurship opportunities related to the aging population, with specific attention to products and services that extend the healthy lifespan. Includes development of Business Opportunity Analysis.

701 Promoting and Protecting Health through Entrepreneurship (3:3)
Introduction to Federal Small business Research grant mechanisms for entrepreneurial research. Preparation of a grant proposal for submission to NIH, CDC, or Department of Education.

Undergraduate and Graduate Elective Courses not currently under ENT prefix:

BUS 205 Introduction to the Business of Health-Care management (3:3)

DCE 455 Career Management for the Dance Artist (3:3)
Overview of the professional dance world. Course work involves viewing videos of today’s touring companies and learning basic skills in auditioning, applying for jobs, grant writing, and organizing promotional materials.

PSC 511-N Nonprofit Law (1:3)
This course is intended to introduce basic principles of law applicable to nonprofit organizations.

PSC 511-S Social Entrepreneurship in Nonprofits (1:3)
Introduces advanced students to the topic of social entrepreneurship, with a focus on the nonprofit sector. Focus on the ways in which existing and new nonprofit organizations can develop innovative and creative ideas to further their missions.

PSC 540 Nonprofit management and Leadership (3:3)
Overview of major concepts and concerns of nonprofit organizations, including tax exempt status, incorporation, nonprofit/government relations, board/director/staff relations, volunteers, service and program planning, implementation, resource development.

THR 584 Theatre Management (3:3)
Theatre organization and operation. Practical problems of financing, promoting, and staffing various theatre programs.

DCE 621 Administration of Dance (3:3)
Introduction to the business of dance including aspects of grant writing, company development and management, public relations, concert production and presentation, and touring.
Program Data

By Major

Key

<table>
<thead>
<tr>
<th>Major</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>Bryan School of Business and Economics</td>
</tr>
<tr>
<td>HHP</td>
<td>School of Health and Human Performance</td>
</tr>
<tr>
<td>AS</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>HES</td>
<td>School of Human Environmental Sciences</td>
</tr>
<tr>
<td>MUS</td>
<td>School of Music, Theatre, and Dance</td>
</tr>
<tr>
<td>ED</td>
<td>School of Education</td>
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Program Data

By Major

Non-Business Program Data

Communication Studies  | French  | History  | Mathematics | Spanish  | Dance  | Drama  | Political Science | Nutrition | Music  | Psychology | HDFS  | Hospitality And Tourism Mgt |
Program Data
By Enrollment

Student Enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Freshman</td>
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</tr>
<tr>
<td>Sophomore</td>
<td>56</td>
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<tr>
<td>Junior</td>
<td>131</td>
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<tr>
<td>Senior</td>
<td>290</td>
</tr>
<tr>
<td>Graduate</td>
<td>90</td>
</tr>
</tbody>
</table>
Program Data

Brochures and Flyers
Entrepreneurship is seeing an opportunity and doing something about it.

- This is no common certificate program for entrepreneurs, innovators, and visionaries.
- Business owners, and individuals who want to grow their businesses.
- Multidisciplinary options with robust academic credentials available.
- Open-to-applicants: all academic backgrounds.
- Awarding degrees available for aspiring professionals.

The Otey School of Business and Entrepreneurship offers an exceptional program to propel your entrepreneurial journey.

For our professional growth through academic instruction, hands-on experience, and networking opportunities.

Dr. Greg staircase & Dr. Annemarie Luskin
Chairman of the Board & Executive Director

QUESTIONS?
The University of North Carolina at Greensboro
Winston-Salem State University
901 N. Mill St.
Greensboro, NC 27401
Phone: (336) 334-1201
Fax: (336) 334-1202
Email: gers@uw.edu
Website: www.gers.university.edu

"In the academic and today's competitive business environment, aspiring entrepreneurs need a comprehensive understanding of all the critical business functions. This certificate program is designed to provide entrepreneurs with valuable business knowledge and skills, essential for their success. It is fully equipped to help business owners, consultants, or managers of fledgling entrepreneurial businesses.

Dr. Wendy Wathen,
Entrepreneurship Faculty"

Graduate Certificate in Entrepreneurship

The Graduate Certificate in Entrepreneurship is a 15-credit hour program. These courses provide an understanding of the essential business functions necessary for success in the entrepreneurial environment.

Admission:

- A minimum of 2.5 CGPA is required for admission.
- A completed application with the appropriate fees is required.
- A cover letter and resume.
- Three letters of recommendation are required.

Fees:

- Tuition: $600 per credit hour
- Application Fee: $50

Admission Deadlines:

- Fall: July 1
- Spring: November 1
## Minor in Entrepreneurship

### For Bryan School Majors

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT/BUS 300</td>
<td>Ideas to Opportunities: Feasibility Analysis</td>
<td>Core</td>
<td>ENT/BUS 300</td>
<td>3</td>
</tr>
<tr>
<td>ENT/BUS 336</td>
<td>Opportunities to Action: Business Plan</td>
<td>Core</td>
<td>ENT/BUS 336</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose an additional 9 credit hours from electives; 3 must be taken from a chosen area of concentration.

### For Non-Business Majors

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Type</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENT/FIN 200</td>
<td>Entrepreneurial Finance for Non-Bryan School Majors</td>
<td>Core</td>
<td>None</td>
<td>3</td>
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<tr>
<td>ENT/BUS 300</td>
<td>Ideas to Opportunities: Feasibility Analysis</td>
<td>Core</td>
<td>ENT/FIN 200</td>
<td>3</td>
</tr>
<tr>
<td>ENT/BUS 336</td>
<td>Opportunities to Action: Business Plan</td>
<td>Core</td>
<td>ENT/BUS 336</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose an additional 6 credit hours from electives; 3 must be taken from a chosen area of concentration.

### Choose your Entrepreneurship Concentration!

- Creative Industries
- Family Business
- Franchising
- Healthcare
- International Social
- Technology

Entrepreneurship course listings can be viewed online in UNCGenius. For more information contact Dr. Dianne Welsh at dhowelsh@uncg.edu.
Flyers
NEW GRADUATE COURSE

GET YOUR BUSINESS PLAN WRITTEN

ENT 607: WEDNESDAYS 6:30 - 9:20PM
ALSO OPEN TO VISIONS STUDENTS

FALL 2011
CREATIVITY, DESIGN, AND ENTREPRENEURSHIP
FALL 2011: ENT/AR 321-01: (GEC, GFA, GL) : 3 credits: MW 17.00 -18.15: CRN #83382
Stoel Burrowes: Assistant Professor: UNCG Department of Interior Architecture

"To get design into effective practice, you need to train designers and also to teach the people they work with how to Understand, Incorporate, and Foster design." - Terry Winograd

We will explore how design thinking can benefit any decision making process. We will explore a process of critical thinking that can be used to design anything from a building to a business.

Entrepreneurial thinking will also be studied, with our eyes on he interface of creativity and business. Through reading, discussion, lecture, research assignment, journal/blog entry and project presentation students will learn specific application of Design and Entrepreneurship and apply it to:

- Music
- Art and Design
- Science
- History
- Philosophy
- Religion
- And more...

"A well-crafted message only has worth if it leaves the hands of the craftsman and makes it all the way to others’ hearts." - John Maeda, Interaction designer and president of the Rhode Island School of Design.
ENT/ISM 291 Entrepreneurship and Technology in Health Care

Fall 2010
Tuesdays & Thursdays
12:30 p.m.

3 credit hours toward a major or minor in entrepreneurship

Check undergrad bulletin for more info

THE UNIVERSITY of NORTH CAROLINA
GREENSBORO
North Carolina Entrepreneurship Center
Entrepreneurship Majors/Minors
ENT 450 Internship Information

**Who:** At least junior standing ENT majors or minors. Prerequisite: BUS/ENT 336

**What:** ENT 450 Directed Business Practice (aka Internship) requirement (3 credits) – in partnership with TriadInternNet.com and Greensboro Partnership

**When:** Spring 2012 (320 minimum hours on site for credit)

**Where:** Greensboro businesses with local Entrepreneurs

**Why:** This program is one of the ways to fulfill your ENT 450 requirement. We want to establish mutually beneficial relationships with local Entrepreneurs while providing you an opportunity to interact with and learn from professionals in the local community. You are always encouraged to seek out your own opportunities utilizing Career Services and your personal network.

**How:** This program does not guarantee an internship. You will be given the opportunity to interview for one and, if deemed a good fit by that business, be offered an internship. You will also need to contact Terry Mullins, faculty advisor for this course, with details of your internship in order to receive credit. He can be reached at 334-4537, 347 Bryan or twmullin@uncg.edu.

**Perks:** By participating in this program, your resume is sent to local businesses that have agreed to review and consider UNCG Entrepreneurship majors and minors as their next intern. They are already familiar with our objectives for ENT 450 and it will be approved by the faculty advisor for credit.

**Perks:** There is a scholarship available from the Bryan School for students who participate and successfully complete this program for ENT 450 credit.

**What now:**
1. Get your resume approved and posted on SpartanCareer. To be approved, meet with Linda Pollock, Bryan Career Counselor BEFORE advising begins. To schedule an appointment, call 334-9815.

2. Plan your course schedule for next semester with ENT 450 in mind. There isn’t a class time for this credit. You will need to secure an internship site and then be approved by the faculty coordinator to register for the credit, but plan ahead.

3. Look for an email from Linda about an interest survey to share what kind of internship you’d like to do.
Entrepreneurship in the Sciences

College of Arts and Sciences
Department of Chemistry and Biochemistry

CHE711: Entrepreneurship in the Sciences is designed to introduce scientists to developing science and technology ideas into business opportunities. Students will study successful science entrepreneurs and the contributions they have made to society. Students will study unmet needs and evaluate ideas as a basis for a new business. During the class students will develop an understanding of the construction of a science-based business.

This class will serve those students who are interested in being leaders in applied science and in shepherding ideas from the bench to commercialization. The class also serves those who are interested in founding their own businesses rather than becoming employees of established organizations.

Students will be expected to actively join in discussions and to bring their own ideas for critical evaluation by the class. Multiple short student presentations are expected.

The course Director is an established serial entrepreneur and educator, and is a Coleman Entrepreneurship Fellow at the University.

Course Director: Cedric Pearce, Adjunct Professor, Chemistry and Biochemistry
Founder and CEO of Mycosynthetix

Schedule: Thursdays 12:30-3:15, Room 460 Sullivan

***Note: This course is not yet on UNCGenie. Check in early January***
Promoting and Protecting Health through Entrepreneurship

Attention all Master’s and Doctoral students

1. Have a product idea?
2. Are you exploring research and development opportunities?
3. Are you interested in receiving funding?

Get money for your great idea!

Act now – space is limited to 15 students
Class meets Thursdays 9:30-12:20

[no prerequisites]

For more information contact Tricia Kauffman at:

tgkauffm@uncg.edu

ENT/HEA 701 will prepare you to write a successful Small Business Innovation Research (SBIR) application to fund your entrepreneurial and/or academic research and development (R&D) ideas. Every year, participating Federal Agencies award more than $2 billion in small business government grants through this program.

UNCG
Entrepreneurship
Cross-Disciplinary Program
ENT/FIN 200
ENTREPRENEURIAL FINANCE FOR NON-BUSINESS STUDENTS
LEARN THE BASICS OF WHAT YOU NEED TO BE FINANCIALLY SUCCESSFUL IN BUSINESS FROM A SEASONED PRO!
WED: 6-8:50
NO PREREQUISITES OPEN TO ALL UNCG STUDENTS THAT ARE NON-BUSINESS STUDENTS
1ST COURSE IN THE ENTREPRENEURSHIP MINOR
Make Your Future

SING

http://entrepreneur.uncg.edu

Make Music
Make Money
Make Your Life Extraordinary

UNCG
North Carolina Entrepreneurship Center
ENTREPRENEURSHIP PRACTICUM
IN APPAREL AND CONSUMER
RETAILING WITH Dr. Jennifer
Yurchisin: STORE OPERATIONS
Counts for CRS and ENT
Major and Minor

NEW
SPRING 2012
ENT/CRS 421
Real Experience in the
on-campus retail store!
Multimedia for Social Entrepreneurship & Civic Engagement

MST/ENT 320 - Spring 2012
Tuesdays and Thursdays
11am to 12:15pm

Course Markers: WI, SI, SVL
25 Seat Maximum

THE UNIVERSITY of NORTH CAROLINA
GREENSBORO
Entrepreneurship
Cross-Disciplinary Program
Student Comments
Student Comments on the Entrepreneurship Program

“I have gained confidence in my ability to understand financial concepts as it relates to business and being an entrepreneur.” - Rosa Leake

“If you are looking for practical knowledge of business and a brief journey through every sector, choose ENT!” - Steve Musulin (BUS/ENT 300 Ideas to Opportunities: Feasibility Analysis)

“If you want to get out of the back and into the driver’s seat…this is the program for you.”
- John Reed (BUS/ENT 337 Family Business)

“It gave me a strong foundation for entrepreneurship.” - Kayla Murphy

“This program is amazing! Just the ability to get ‘hands-on’ experience from the classroom is great.” – Rachelle Wilson (BUS/ENT 337 Family Business)

“This program offers real world experiences in classroom, and skills that will translate into any job.” – Ian McKillop (BUS/ENT 337 Family Business)

“The classes are innovative because they teach real world practices so the student is equipped to enter the business world.” – Brandon Hawkins

“Innovative way of teaching and developing new young Entrepreneurs.” - Michael Berger

“Entrepreneurship is for doers. It teaches you everything that you need to start up a business and you don’t do this for a diploma, you do it because you love it.”
- Khai Nguyen (BUS/ENT 337 Family Business)

“Makes you really see what's involved in starting up your own business.”
- Max Elkins (BUS/ENT 337 Family Business)
“The program is going in a great direction. I have mixed feelings about graduating because I want to be a part of the Entrepreneurship programs future evolution.” – Ryan Rodd

“This program definitely has the potential to be an awesome program here at UNCG. It just opens up so many opportunities for a regular business major to ponder about opening his/her business. I have really had a great experience learning under Dr. Welsh’s first-hand experience on Entrepreneurship and setting a seed in me to having my very own business.”
– Chris Darden (BUS/ENT 300 Ideas to Opportunities: Feasibility Analysis)

“The program has offered students a very effective way of learning successful business strategies and practices. The professors are dedicated to students’ knowledge and future success in the entrepreneurial world.” – Mary Adkins

“This Entrepreneurship program at UNCG has given students of all majors a chance to be creative and pursue their dreams as their own boss. It has given me a great opportunity to start my own business while still in school by earning a business license through campus entrepreneurs. I am gaining skills and confidence to continue my pursuit of being a successful entrepreneur.”
– John Hazelton (BUS/ENT 206 Campus Entrepreneurship)

“The entrepreneurship program at UNCG has given me the extra push and desire to start my own business. It has opened my eyes through collaborations with experienced entrepreneurs and topped off my skills set, to confidently create my own future.” – Andres F. Solis

“This program is amazing. I can’t wait to take everything I have learned in my ‘Family Business’ class into my future career in my own family business.” – Sarah Noyes (BUS/ENT 337 Family Business)

“Thank you. I hate I had to bring it up in the first place. It’s unfortunate I have to look at grades the way I do, but every grade is going to affect my grad school acceptances and scholarships. I worked hard, learned a lot, and feel that taking your class was very successful and I look forward to continuing in the program. Something I wanted to point out about your teaching is the fact that no matter how ‘stupid’ the question - you always found a way to explain it in a way that validated it which I think made for a comfortable environment that I’ve seen a lack of in a lot of my other classes. So thanks for that. Hope you have a great summer.” – Weston Willard (ENT/FIN 200 Entrepreneurial Finance)
“It was wonderful talking to you, truly an honor with everything that you have accomplished. I talked it over with my mother and she is jumping for joy at this opportunity in the living and learning community as well as the invitation to become more involved in the Entrepreneurship center.” – Christina Merrill (Living Learning Community)

“I cannot express to you how valuable and impactful your course has already been on me in my professional journey as a counselor, but I want to try. Throughout the course of graduate school, I was on the very necessary track of opening my understanding and competence in new areas. Every time I took a class, I could envision myself doing that kind of work: children, families, assessments, adults, adolescents, career, substance abuse, you get the idea. What that gave me in the end was the feeling that I could do anything- I could accept any entry level counseling job and be successful. What I was lacking, however, was direction. What was my passion in all of this- beyond my desire to be a helper, to be a counselor? Through the progression of Entrepreneur in the Clinical Setting, I was forced to think about not just what I could do, but what I wanted to do- and that idea kept refining itself until I became very clear about the fact that I want to work with pregnant women and women parenting young children. Getting clear about this gave me energy and purpose in my job search. Instead of looking on job boards for what was being advertised, I was able to look for agencies that offered the services I wanted to provide. I was able to put out the message into the universe that this was the type of job I wanted. Three days after graduation I was offered a job at Family Service of the Piedmont with their Healthy Start program as an In-Home Therapist. I am working with pregnant women and women who are parenting children under the age of 5 who are working with a case worker on child development issues, but have also requested a therapist to work on their own mental health issues. Not only do I have a job- I can honestly say I have my dream job, and I credit your class. I still plan to start a private practice after licensure and when I'm done having kids, because let's face it; the pay's not great with a non-profit. But until then, I am getting invaluable experience and training working with my "ideal clients". This class completed my graduate school experience in such a meaningful way and had such an amazing and immediate impact that I wanted to share with you both. The most rewarding times for me when I was a teacher were when my students expressed how I was able to help them- and I want to share what I consider to be a huge personal success that your class helped me achieve. Thank you both so much!!” – Melissa Garrison (ENT/CED 616 Entrepreneurship for Clinical Practice)

“I have been working to finish up the feasibility plan to submit today. Besides not having the money to make copies of the 200+ page plan, I just wasn't expecting to be able to submit a finished plan to this class. I appreciate you for giving me the opportunity to
submit my own plan but that wasn’t a part of the course syllabus. I understood the errors that I made in dealing with this group project and I fully accept total responsibility for my ultimate failure in performing the required tasks for this class. I did learn many valuable things in this class. I learned a lot about business and writing a business plan. I also learned a lot about myself and what I must do in order to have any success in business. It took every bit of courage that I could muster to come to class on Wednesday because in reality, all the problems were ultimately my creation and I failed to do as 27 other classmate managed to do. I would have never gotten this far without this class so I appreciate the opportunity.” – Jim Perry (BUS/ENT 607 Venture Opportunities and Plan)

"My experience in co-creating and team teaching 'Entrepreneurial Career Development in Music' this semester has been one of the highlights of my 28 years of college teaching. As a product of our new class, we have several music businesses that are poised to be launched, including Chamber Music ensembles, a Fitness/Music consulting business, Image and Artistry consulting, and several other exciting new ventures. Many of these career paths never occurred to these very gifted musical entrepreneurs, and it has been a joy to assist in discovering dreams and opening doors to new possibilities."

–David Holley

The resources of UNCG's Entrepreneurship Program have been invaluable to us at Blackwing Media Group. I am a 2011 UNCG graduate with an MFA in Film and Video Production. I never dreamed that I would use the skills and knowledge gained in the entrepreneurship classroom so soon in my new job as a producer for a start-up firm! Five months into the job, I was promoted to COO! The first thing I did was to meet with Dr. Dianne Welsh, Director of the UNCG program, and the second thing I did was to create a business plan using the model I learned in Dr. Welsh's class. Long story short--we are launching our new product March at a major convention! A sincere thank you to Dr. Welsh and the Entrepreneurship Cross-Disciplinary Program. The program really works! – Debra Sea (COO, Blacking Media Group)
Sample Syllabi
The University of North Carolina at Greensboro
Joseph M. Bryan School of Business and Economics
ENT/BUS 130:
Entrepreneurship in a Sustainable Global Environment
Fall 2011 Course Syllabus
M W 2:00-3:15pm, 1st Floor Classroom in Jefferson Suites

Professor: Justin T. Streuli
Office: 
Phone: Email: jtstreul@uncg.edu
Office Hours: 3:15pm – 6:00pm Monday & Wednesday, also available by appointment
Credits: 3

PREREQUISITES/COREQUISITES: None

TO WHOM PLANNED: Course will utilize an analytic framework for considering and solving problems of entrepreneurship and sustainability worldwide that will encourage critical thinking and better prepare them for higher level college coursework. The primary target audience is freshman and sophomores.

CATALOG DESCRIPTION: Entrepreneurship is examined in relation to the global forces restructuring the world economy that call for sustainability and innovation in the changing new world beyond the 21st Century.

COURSE ARTICLES: Articles are listed under Homework Due in the Calendar section of the syllabus. Links are included for every article, simply click the title when viewing the article on the syllabus.

REQUIRED TEXT:
The book is available online for FREE, click the link below to FlatWorldKnowledge.com

   Website: http://www.flatworldknowledge.com/pub/sustainability-innovation-and-

2. Articles included on the Calendar. Simply click the link on the calendar and you will be directed to the online article.

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES: The teaching methods include lectures, group discussions/activities, and field trips.

Student Learning Objectives:
1. Define entrepreneurship, sustainability, and innovation and recognize the relationship between the three.
2. Evaluate the difference between entrepreneurship and sustainability, sustainable entrepreneurship, and green entrepreneurship.
3. Determine the global forces restructuring the world economy and how this affects opportunities for entrepreneurial ventures.
4. Assess the interrelationship between individuals, businesses, and nations in determining global entrepreneurial competitiveness.
5. Evaluate the cultural influences on sustainable entrepreneurship.
6. Evaluate the public policy implications of entrepreneurship, innovation, and sustainability.
7. Evaluate your own entrepreneurial and innovative abilities in a sustainable environment.

OUTLINE: ENTREPRENEURSHIP IN A SUSTAINABLE GLOBAL ENVIRONMENT
Part I: Understanding Entrepreneurship, Sustainability and Innovation: Core Concepts, Frameworks and Contexts
Topic 1: Introduction to Sustainable Entrepreneurship
   What is Sustainable Entrepreneurship? What is Green Entrepreneurship? What is Innovation? How are these related?
   What is the difference between sustainability and entrepreneurship and sustainable entrepreneurship? Why should we be interested in the relationship between entrepreneurship, sustainability, and innovation?
Topic 2: Global Forces Restructuring the World Economy
   Is there different forces working here in the United States than abroad? What parts of the globe are affected differently and how are they affected? What global forces are having an impact on us here in Greensboro? What is the impact on UNCG? Have any of these forces had a direct impact on you and your family?
Topic 3: Definitions of Sustainability
   How long is the learning curve on a sustainable business practice? What determines the time frame?
Topic 4: A Comparison of Entrepreneurship, Sustainability, Corporate Social Responsibility
   Creating shared value for business and society is considered a strategic sustainable business practice. How does sustainability and entrepreneurship draw from and differ from social entrepreneurship?
Topic 5: The Science of Sustainability
   What is the Science Underlying Sustainability?
   Ecological analysis is the current state of ecology. What issues does ecology pertain to? What we know and don’t know about global climate change. How does it affect the competitive landscape-risks and opportunities?
   What are the scientific arguments for and against the human/business impact on global climate? The entrepreneur is part of the world movement toward sustainable development-meeting the needs of the current generation without compromising the needs of future generations.
Part II: Understanding Ideas to Opportunities to Action: Innovative, Sustainable Entrepreneurial Ventures

Topic 6: Global Forces and Entrepreneurial Ventures
What affect has these global forces had on ideas to opportunities to entrepreneurial ventures? In other words, do we have different ideas than before that we determine as feasible opportunities? How are these entrepreneurial ventures different in light of Sustainable Entrepreneurship? Green Entrepreneurship? Innovation? Identify some ideas that may be determined to be feasible opportunities and examples of entrepreneurial ventures that relate to sustainability efforts.

Topic 7: Creating a Competitive Advantage for an Entrepreneurial Venture
How do you create a competitive advantage for an entrepreneurial venture? Does innovation play a part in creating opportunities? What opportunities do you see from sustainability? How do sustainability issues, such as climate change, affect your entrepreneurial venture? How do you improve your entrepreneurial ventures climate competitiveness in an local, national and international market? What steps do you need to take? What are the potential cost drivers and revenue drivers from climate change, for example? How will this affect profitability?

Topic 8: Interrelationship between Individuals, Businesses, and Nations
How does the interrelationship between individuals, businesses, and nations determine global entrepreneurial competitiveness? Do alliances matter? Explain. Does regionalism make a difference?

Topic 9: Cultural Influences on Sustainability
What are the cultural influences on sustainability? Because cultural factors highly influence both sustainability and entrepreneurship, the global impact of sustainability entrepreneurship may depend on its adaptability to a variety of cultures. What factors influence entrepreneurs in entering new international markets?

Topic 10: Public Policy Implications of Entrepreneurship, Innovation, and Sustainability
What are the public policy implications of entrepreneurship, innovation, and sustainability? What recent changes in public policy have occurred? How does public policy in other countries affect business abroad? What international policy trends are directly focused on sustainability and what opportunities exist for entrepreneurs.

EXAMS:
Two exams will be given during this course. The exams will be based on readings, class discussions and field trips. The two exams WILL NOT be comprehensive. The two exams will make up 80 points each (20% each) of your final grade. Study guides will be provided for each exam. Question formats may include multiple-choice, matching, short answer, and essay. See the Calendar for more detailed information on the exam and dates.

CURRENT EVENTS PAPER AND PRESENTATION:
Each student will be required to write and present a current events paper to the class. The global business environment is constantly changing with new technologies, problems and opportunities developing every day. The current event must be an article less than two years old from a reputable source and must focus on sustainability and entrepreneurship, with secondary topics being green business practices or any relevant topic covered in the course. Students are not to summarize the article, but discuss the impact that the topic covered in the article has to the local, national or global business and entrepreneurial
environment. The goal of the project is for you to connect and apply the concepts learned in class to the actual business environment. Students are encouraged to share ideas and inspiration gained from reading the article. Students will be graded on their ability to connect these concepts.

Papers are to be 1-page (around 500 words), single-spaced, 12-point, Times New Roman, 1-inch margins, add space after paragraph, include a one-line bold title (title of article) at top, and one line including your Name/Course/Section/Date below title. A printed copy of the article should also be attached. No two students can do the same article or topic.

Each student will present their topic to the class in an 8-10 minute presentation. The student will spend 2-3 minutes summarizing the article, 3-4 minutes discussing their paper, and 2-3 minutes of questions and answers from the class. Students are encouraged to use visual aids which could include a PowerPoint, YouTube video, etc.

Signup dates for current events will be on the first day of class. The paper is due the day the student presents. Current events make up 40 points (10%) of the final grade, 20 points (5%) for the paper and 20 points (5%) for the presentation. An example will be provided.

GROUP PROJECT:
Students will participate in a group project, connecting entrepreneurship in a sustainable global environment to an actual local entrepreneurial venture. The new Spartan Retail Store located on the first floor of Spring Garden Apartments will serve as the entrepreneurial venture. The store is still under development and will focus on entrepreneurship and sustainability. Scheduled to open this Fall Semester, the retail store will be replacing the C-Store that once resided in the Spring Garden Apartments.
The store will only sell products created by UNCG students, faculty and staff. Products could include artwork, music, jewelry, clothing and other approved products the UNCG community manufactures. Products will be themed around sustainability and locally sourced material. The store will be open to the public, but hours of operation are still undecided. Products that are offensive or not directly manufactured by students, faculty or staff will be prohibited. All products will be sold via consignment. The goal of the store is to provide experiential education for students, to become profitable and sustainable, and to serve as a model for other stores at UNCG and other Universities.
Students will be divided into groups of 4-5 people and work on one of 6 projects. The 6 projects will look at different aspects of the entrepreneurial venture. Students will analyze the current situation, research opportunities and ideas, and give recommendations or solutions for their project. The project will include a written paper, accompanying examples and presentation to the class. Students are also required to complete a total of 6.0 hours research working in the retail store throughout the semester.
Research work is a requirement for this project. Students will complete at least 6.0 hours of research work in the retail store throughout the semester. Students will sign up for shifts in the retail store to become familiar with the inner workings of an entrepreneurial venture. Research work could include store setup, restocking, customer assistance, etc. Signups for shifts will be available and students must document their time and tasks completed.
The paper must be at least 10 pages in length, 1.5-spaced, 12-point, Times New Roman, 5 “Appendices”, “Works Cited” page including sources (does not count as 10-pages), and “Title Page” including ProjectTopic/StudentNames/Course/Date (does not count as 10-pages). The paper will include all the research completed by the group, detailed explanation of the recommendations for the topic, and an executive summary briefly outlining the recommendations. Students must include at least 5 Appendices, which are the examples described under each topic. These include procedure manuals, sketches and designs, marketing materials, blueprints, etc. These do not have to be on normal paper, they can be anything, but they must be included with the final submission. For more information and writing resources, visit the UNCG Writing Center: http://www.uncg.edu/eng/writingcenter/

Groups must use at least 10 sources for research in the paper. These sources can include books, articles, websites, interviews, or any other reputable source of information. WIKIPEDIA DOES NOT COUNT AS A REPUTABLE SOURCE. Sources must be cited in APA format on the “Works Cited” page, as well as within the text. DO NOT PLAGARIZE. Refer to the Purdue Owl APA resource page for citation format information located at the following website: http://owl.english.purdue.edu/owl/resource/560/01/

Each group is to submit their Final Copy of the group project paper on Monday, November 28. All groups submit their paper on this date, not the date they present. Presentations will be at the end of the semester (see Calendar). Each group will present for 20-25 minutes on their topic, followed by 5-10 minutes of question and answer from the class. Every group member must present. The presentation should include a summary of research and information that was found as well as a detailed explanation of the recommendations for their project. Visual aids are REQUIRED to have a successful presentation. This could include a PowerPoint, YouTube video, etc. Business casual dress is required for the presentation. For more information and speaking resources, visit the UNCG Speaking Center: http://speakingcenter.uncg.edu/

The group project will make up 160 points or 40% of the final grade. The paper will account for 80 points (50%), the presentation will account for 48 points (30%), peer evaluations will account for 16 points (10%), and research work in the store will account for 16 points (10%) of the 160 total points for the project. The paper will be graded on how thoroughly the group researched their specific topic, how well the group incorporated topics learned and discussed in class, quality of the group’s recommendations, grammar and language. The presentation will be graded on how well the topics in the paper were covered and how effective the group is at presenting. Peer evaluations will be completed anonymously by each group member upon completion of the presentation and determine how well each student completed their specific part of the project and the group project as a whole.

Topics:

1. Marketing & Promotion: Students will determine the best way to not only advertise and reach potential customers, but potential consignees as well. Students will research how similar retail stores locally and abroad advertise, what marketing and promotional items are available, define different customer and consignee segments and how to promote to them. Students will also create examples of the marketing materials and publicity ideas that they conceptualize
during their research. Remember, the store is open not only to the UNCG community, but all of the Triad. The store is focused on sustainability and locally-sourced products. Students should be creative and focus on the most cost effective and sustainable promotional methods. Be Creative!

2. **Store Layout & Space Allocation:** Students will determine how the store should be laid out. The store layout should include product displays, store sections, window displays, check-out location, signage, etc. Students will evaluate the UNCG retail store space, research other local and international retail store layouts and check out processes, research information on retail layout (online, interviews, books, etc.), and determine the best space allocation for products and checkout process in the store. Students will also create the materials they conceptualize including blueprints, signage, interior designs, etc. Remember, the ideas must focus on sustainability and efficiency. Security should also be a concern when determining layout. Be Creative!

3. **Products & Services:** Students will establish what products should be sold in the retail store and who the consignees are for those products. Students will research other retail stores and products in the area, abroad and at other universities, compile a list of consignees and potential products that could be offered in the store, and determine prices for these products. Students are encouraged to look at other products or services offered on campus and if they could be incorporated into the store (ex. Bike Rentals). Policies should be established for what products can and can’t be sold in the store. Students will also create a database of interested consignees with descriptions of their products. Remember the store is focused on sustainable and locally sourced products (ex. Earrings made from recycled materials or t-shirts made only from North Carolina cotton). Profitability is a necessity. Be Creative!

4. **Long-term Strategy:** To be a successful sustainable venture, the retail store needs a long-term growth strategy. The strategy should include 3-year, 5-year, and 10-year goals, as well as an outline of how to reach these goals. The strategy should include a steady growth, product expansions, additional locations, course incorporation, etc. The strategies must focus on sustainability, minimal environmental impact and the global business environment. Students research other retail stores locally and abroad to determine the overall direction for the retail store. Students will also include sketches or designs of future expansion locations or product offerings. Be Creative!

5. **Oversight & Controls:** The retail store will need oversight and operational controls in order to be successful. A system of checks and balances will need to be created to ensure appropriate accounting, documentation, return policies, security, etc. Students will evaluate the processes and tools available at the retail store, research information resources on the subject (online, interviews, books, etc.), study existing retail stores and their oversight controls, and create specific oversight, documentation and controls for the retail store. Students will create a
procedure manual to use in the store for closing the register, opening the register, returns, and other retail processes. Procedures should focus on efficiency, minimizing cost and negative long-term impact. Checks and balances require that one employee check behind another employee to ensure that sales, cash balances, product inventories, etc. are correct and no illegal activity have occurred. Be Creative!

6. Operational Planning: To simply be open for business, the retail store needs management and employees to cover all the tasks that come with operating a business. Students should research and determine what responsibilities and costs come with operating a retail business and establish the positions necessary to handle them. Define specific positions at the retail store, what their responsibilities will be, who will work at the retail store, when they will work, when the retail store will be open, etc. Who will maintain the promotional material (facebook and website), holiday/summer hours, restocking, finances, etc. are all topics that need to be covered. Students should also look at how to maintain relationships with consignees, such as how and when they restock inventory, consignee contracts, consignee evaluations, etc. Students will create a manual containing task descriptions in the store, job descriptions, procedures for consignees, etc. The descriptions should focus on task efficiency, minimizing cost and negative long-term impact. Be Creative!

Students are encouraged to be creative and think outside-the-box for solutions and recommendations on their topic.

GRADING:

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<thead>
<tr>
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<th>Percentage</th>
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<tr>
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<tr>
<td>Exam II</td>
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EVALUATION AND GRADING POLICY:

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ACADEMIC INTEGRITY POLICY:

Expectations of Students
Students are expected to adhere to the Academic Integrity Policy on all assignments and tests. The link to the complete description of the Academic Integrity Policy is http://academicintegrity.uncg.edu/complete/ The Bryan School has additional expectations and guidelines for students to follow which can be found at http://www.uncg.edu/ bae/faculty_student_guidelines.pdf.

Expectations of Faculty
The Bryan School expects its faculty to conform to all existing UNCG codes and policies. These are found at http://provost.uncg.edu/faculty/h_section4.asp In addition, the Bryan School has expectations and guidelines for faculty to follow which can be found at http://www.uncg.edu/ bae/faculty_student_guidelines.pdf.

PARTICIPATION AND ATTENDANCE POLICY:
Participation is required for this course and makes up 40 points (10%) of your final grade. Participation points are given to each class not only for attendance, but contributing to the class that day. To earn these points, you must be in attendance when role is taken and contribute the class discussion. Students will be allowed 1 unexcused absence throughout the semester, no reason is necessary, but you will only be allowed 1. Students will lose points for any absence after 1. Students who miss class are expected to get the notes from missed lectures from their classmates, and to request missed class handouts from the instructor. Points that are at professor’s discretion based on attendance and high quality, well-read, knowledgeable comments and questions consistently during classes. The professor will keep track of this during each class period. Students with perfect attendance can earn up to 10 bonus points to improve final grade.

RELIGIOUS OBSERVANCES:
1. The University allows for a limited number of excused absences each academic year for religious observances required by the faith of the student.
2. Students must notify instructors of absences in advance of the date of the religious observance. Instructors have authority to specify, via written notice to students, the amount of lead time required and may require that the nature of the religious observance be specified and the student's participation be confirmed in writing by an official of the religious organization.
3. When appropriate notice is provided by a student, the student must be granted at least two excused absences under this policy and must be allowed to make up or waive work and tests missed due to these particular absences. With regard to any test or other assignment that a student would miss due to notice of a required religious observance, faculty members may require the student to complete the test or assignment in advance of the originally scheduled date of the test or assignment. Beyond the minimum terms and limits of this policy, instructors maintain authority to establish and enforce the attendance policy for the courses they are teaching.
4. The requirement for students to make such requests for excused absences applies only to days when the University is holding class.

ADDITIONAL REQUIREMENTS:
Late Work Penalty
Assignments may not be submitted late. Exceptions will be granted only in rare circumstances and be evaluated on a case-by-case basis. For each day late, 25% of the points will be subtracted.

### CALENDAR

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC1</th>
<th>Topic 2</th>
<th>HOMEWORK DUE</th>
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<tbody>
<tr>
<td>August 22</td>
<td>Syllabus Review</td>
<td>Class Introduction</td>
<td>Read Syllabus Before Class</td>
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<td>August 24</td>
<td>Research at UNCG: Steve Cramer, Librarian for Business &amp; CARS</td>
<td>Visit Retail Store</td>
<td>Review Group Project</td>
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<td>August 29</td>
<td>Topic 1: Introduction to Sustainable Entrepreneurship</td>
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<td>Larson: p. 5-10 Article: Sustainable Entrepreneurship By: Oscar Motomura</td>
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<td>August 31</td>
<td>Topic 2: Global Forces Restructuring the World Economy</td>
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<td>Larson: p. 31-47, 131-140</td>
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<td>September 5</td>
<td>LABOR DAY: No Class</td>
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<td>September 7</td>
<td>Topics 1-2 Review</td>
<td>Project Workday</td>
<td>Articles: 7 Deadly Stories, Are We Prepared?</td>
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<td>September 12</td>
<td>Topic 3: Definition of Sustainability</td>
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<td>Article: Sustainability: It's Not About Lightbulbs</td>
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<td>Topic 5: The Science of Sustainability</td>
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<td>Larson: p. 49-83</td>
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<td>September 21</td>
<td>Project Workday</td>
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<td>Come to class prepared to work on the group project.</td>
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<td>Exam I Review: Topics 1-5</td>
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<td>Exam I:</td>
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<td>October 3</td>
<td>Topic 6: Global Forces and</td>
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<td>Entrepreneurial Ventures</td>
<td>• <em>Business Standing to Profit from Adapting to Climate Change</em></td>
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<td>Advantage for an Entrepreneurial</td>
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<td>Venture</td>
<td>• <em>Proximity Hotel</em></td>
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<td>October 10</td>
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<td>• <em>The Art of Chinese Relationships</em></td>
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<td>• <em>Green Sports Alliance</em></td>
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<td>Topic 9: Cultural Influences on</td>
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<td>• <em>Green Business: From Niche to Mainstream</em></td>
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<td>Topic 10: Public Policy Implications of Entrepreneurship, Innovation, and Sustainability</td>
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<td>Exam II Review: Topics 6 - 10</td>
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<td>November 2</td>
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<td>November 9</td>
<td>FIELD TRIP: Proximity Hotel &amp;</td>
<td>Meet in front of Jefferson Suites at 1:30pm, SHARP! Field trip will last</td>
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<td>2pm-3pm with transportation available to and from. Students will</td>
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November 14 | Project Workday | Come to class prepared to work on the group project.
November 16 | Guest Speaker: UNCG Speaking Center Workshop | Check out the UNCG Speaking Center Website: [http://speakingcenter.uncg.edu/](http://speakingcenter.uncg.edu/)
November 21 | Project Workday | Come to class prepared to work on the group project.
November 23 | THANKSGIVING: No Class | 
November 28 | Project Presentations | 
November 30 | Project Presentations | 
December 5 | Project Presentations | 
December 12 | Project Presentations | 

arrive back to campus no later than 3:30pm.
Course Prefix and Number: MST/ENT320
Course Title: Multimedia for Social Entrepreneurship & Civic Engagement
Credits: 3:3
Course Prerequisites: None.

For whom planned: Undergraduate students who are interested in multimedia reporting and production in social entrepreneurship and community service.

Catalog description: Introduction to multimedia reporting and production, with the creation of a homepage for civic organizations engaged in social entrepreneurship to enhance learning by engaging in community service activities.

Class time: Tuesdays and Thursdays at 3:30 – 4:45 pm in a computer lab.

Instructor: Seung-Hyun Lee
213 Brown Building
Phone: 256-8500
E-mail: s_lee22@uncg.edu
Office hours: Tuesdays and Thursdays 1:30 – 3:00 pm or by appointment.

Overview and Objectives of the Course:

The main purpose of the course is to provide basic training in multimedia reporting and production, with a special focus on civic engagement and social entrepreneurship. It is to identify and analyze new storytelling techniques and tools for digital platforms as an effective way to tell stories by combining different formats of media, such as text, hypertext, video, audio, photos, databases, graphics, and interactivity. This course will explore important characteristics of multimedia reporting and production – how it incorporates context in a way that print and television do not.

The course aims to provide hands-on experiences through service-learning so that students learn how to collaborate with community partners in social entrepreneurship to create valuable products and services. Through essays and presentations, students will have the opportunity to reflect on the role and significance of multimedia and reporting to community agencies, social entrepreneurship ventures, and the populations or issues they serve. Students’ in-class experiences developing websites will be enhanced by the leadership role they play in the production of the website in collaboration with the community partners in social entrepreneurship ventures. In addition to gaining technical skills, students will gain an appreciation of how their disciplinary skills can affect others, and explore their personal and professional interests in sharing stories through multimedia reporting. The service-learning aspect of the course will enhance students’ understanding of the course materials by bridging theory and concepts to application in a real-world environment by the creation of meaningful tools to further the social entrepreneurship venture.
Student Learning Outcomes: Upon the successful completion of this course, it is expected that students will be able to:

1. Develop multimedia projects, working with different formats, such as text, hypertext, video, audio, photos, graphics, and interactivity.
2. Develop their skills of critical thinking, aesthetic expression, and effective information delivery through multimedia art project.
3. Evaluate what a social entrepreneurship venture is and how to best accomplish its goals and objectives.
4. Evaluate the difference between a for profit and a non-profit social entrepreneurship venture.
5. Write clearly, coherently and effectively for multimedia stories in the digital media arts.
6. Build and design a Web site for a social entrepreneurship venture that will have measureable community impact.
7. Develop their interview skills and produce interview content using digital multimedia.
8. Demonstrate a basic understanding of multimedia artistic and creative works.
9. Describe certain aims and methods of artistic and intellectual expression through multimedia art project.
10. Demonstrate understanding of the importance of multimedia artistic expression in the digital age to further the mission and vision of the social entrepreneurship venture.
11. Develop the role of multimedia report and production in the role of society, especially in issues and population served by social entrepreneurship ventures.
12. Demonstrate one’s leadership role as a collaborator with community partners in a social entrepreneurship venture.
13. Develop one’s ability to use disciplinary knowledge and skills to make a significant contribution to a nonprofit or for profit social entrepreneurship venture.

Teaching Methods & Assignments for Achieving Learning Outcomes:

This course integrates a computer lab session dedicated to hands-on experience with the development of a multimedia project for a social entrepreneurship venture and civic engagement. First, this course defines social entrepreneurship and identifies what sets a social entrepreneurship venture apart. This course incorporates significant multimedia content with building a Web site, but it is not a computer science course solely about the Web. Students will learn introductory Web design using basic Extensible Hypertext Markup Language (XHTML), Cascading Style Sheets (CSS), basic video and audio editing, interview skills, and information delivery for civic engagement. All students are expected to serve a minimum of 15 hours at either a for profit or non-profit social entrepreneurship organization with which they have partnered to collaborate on the multimedia project. The time spent in service at the site is important for observing and learning about the social entrepreneurship organization, the population, and the mission it serves – all of which provide important context for the stories you will be collecting as part of the final project. Your time at the organization is important for building the partnership, developing understanding, and understanding the role of the storytelling aspect of multimedia products and how it is applied to make the social entrepreneurship venture and civic engagement successful. As representatives of UNCG and stewards of the partnership developed (or to be newly developed) between UNCG and the social entrepreneurship venture, it is essential that you provide high quality service and act in a respectful and professional manner when working in the social entrepreneurship venture and collaborating on the multimedia product.

Assignments:
General Writing Assignment and Lab Exercise: All students should turn in a hard copy of one-page summary regarding the given reading assignment for each class. Also, all students must submit their computer lab practice via an email before each class ends. Missed assignments will drop the student’s final grade one to five units.
(Student learning outcomes: 1 & 2)

Writing Assignment #1: Write about the history, development, trend, and current issues of multimedia reporting and production and digital technologies used in preproduction, production, and postproduction. Also, include how digital technologies affect multimedia reporting and production. Six to ten pages (12-point font size and 1.5-spaced), plus references (APA style and at least five sources including books). Your paper must be turned in a hard copy in class and in an electronic file via an email by Thursday, September 16, and each student will give an oral presentation of his or her paper in class on the same day, to be followed by class discussion.
(Student learning outcomes: 2 & 3)

Writing Assignment #2: Write about the profit or nonprofit organization that you collaborate and serve through the development of the multimedia project. Specially, address 1) the mission of the nonprofit; 2) who the website is the meant to serve (i.e., who is the audience?); 3) how multimedia reporting and production can foster civic engagement; 4) how or the ways in which a multimedia website can serve the clients and mission of the nonprofit; and 5) how you will connect your multimedia project to the increase of the community service and civic engagement. Four to five pages (12-point font size and 1.5-spaced), plus references (APA style and at least five sources including books). Your paper must be turned in hard copy in class and in electronic copy via an email by Thursday, October 21, and each student will give an oral presentation of his or her paper in class on the same day, to be followed by class discussion.
(Student learning outcomes: 9, 10, &11)

Writing Assignment #3: Interview at least two people such as administrators, volunteers, the public, or entrepreneurs in the profit or non-profit organization that you will serve. And then, write two interview stories, regarding their role, concern, goal, plan, and motivation of working for the community, special story or experience related to the community service and engagement, and basic information of interviewees. Before you conduct interviews, you need to consult with the instructor about your interview plan and draft your interview questions in advance. Two to three pages (12-point font size and 1.5 spaces) for each interview story. Your paper must be turned in hard copy in class and in electronic copy via an email by Tuesday, November 16, and each student will give an oral presentation of his or her paper in class on the same day, to be followed by class discussion.
(Student learning outcomes: 5 & 9)

All papers will be graded on the basis of these criteria:

1) Analysis and critical argument: Make a thoughtful argument and interpretation, not a summary of the material that you use.
2) Evidence: Select appropriate material to support your paper and your argument clearly.
3) Clarity of writing: Show the evidence and address your argument in a clear, comprehensible manner.
4) Effective presentation: Give an effective presentation on your paper.

- A = Excellent performance on all four points.
• B = Above average on all four, or excellent argument and interpretation.
• C = Average overall or in part with significant flaws.
• D = Below average overall performance.

* If you do not turn in either hard copy or electronic copy of your paper on time, it is considered incomplete and will not be graded.

Multimedia project:
The multimedia project is the integration of reporting and production that combine text, hypertext, photos, video, audio, graphics, and interactivity to tell stories. All students will develop their project individually and publish their multimedia content to their own Web site that they create and design. Each student will select a profit or non-profit organization for community service and multimedia project topic and gather information and data on it. Also, each student will conduct interviews, produce video and take photos for stories that they will cover. Students will publish their writing assignments, interview and news stories, multimedia production, and other information as a final project. This project will integrate student’s knowledge, critical thinking and aesthetic expression skills with community service and show what the student has learned in and out of class throughout the semester.

The final project will include a completed Website, diverse stories, actual field reporting, interview stories, multimedia production of video, audio, photos, and graphics, and the class discussions and presentation. It will be graded based on creativity, aesthetic expression, well-covered stories, clarity of writing, effective message and information delivery, well-organized web design, suitability for intended purpose and multimedia production and publication, the inclusion of all requirements for the final project, all in-class practice submissions, writing assignments, community service, and the class discussion and presentation.
(Student learning outcomes: all from 1 to 13)

Evaluation & Grading: Grades will be based on the following formula:
- Writing assignments: 15%
- Class participation & attitude: 10%
- Quizzes: 15%
- Final project: 40%
- Midterm: 20%

Grading Scale:
- A+ 97-100
- B+ 87-89
- C+ 77-79
- D+ 67-69
- F 0-59

Attendance Policy:
Attendance is MANDATORY. All students are expected to attend all classes. Attendance will affect the final grade. In the case of medical or family emergencies, the student must advise the instructor directly and provide proper documentation. Without providing proof, it is counted as an absence. After the second absence, the student’s final grade will be reduced by one unit (e.g., from B+ to B) for each unexcused absence. After six absences, excused or not, the student will be dropped from the course. It is important that you show up on time, as announcements tend to be made early, and you
could miss important information. Because this course covers various skills in each class, it is critical for you to catch up with missed parts if you missed any class.

Students with disabilities or special needs:
Students with disabilities or special needs requiring academic accommodation in this course are encouraged to contact the instructor during the first class. See the Office of Disability Service.

Academic Honor Policy:
Students are expected to know and abide by the UNCG Academic Honor Policy. On all the quizzes, exams, papers, and projects, each student must sign the following statement:

“I have abided by the UNCG Academic Honor Policy on this assignment or examination.”

Signature_________________________ Date___________________

Required reading textbooks:


Recommended reading textbooks, journal articles, and online resources:


* The combination of the textbook, e-reserve, handouts, electronic files, and online resources will be used for this course.
**Topical Outline / Calendar**

August 24 (T): Overview of course and syllabus.

August 26 (R): Introduction to multimedia and student service learning.
*Reading assignment: Chapter 1: Impact of Multimedia on Student Learning (From *Multimedia Projects in Education, 2002*).

August 31 (T): Introduction to social entrepreneurship (From *Social Entrepreneurship: What everyone needs to know, 2010*).

September 2 (R): Digital storytelling – Structure and use to inform.

*Reading assignment: Chapter 6: Framing stories for the Web & Chapter 7: Digital Storytelling Tools (From *Reporting and Producing for Digital Media, 2004.*).

September 9 (R): Quiz 1. / A brief history of the Internet and its structure.
*Reading assignment: Chapter 1: Worldwide information and communication (From *Web production for writers and journalists, 2002*).

September 14 (T): Basic HTML.

September 16 (R): Written assignment #1 due and presentation.

September 21 (T): Formatting Text:
*Reading assignment: Chapter 3: Basic (X)HTML structure (pp.60-68) & Chapter 4: Basic (X)HTML formatting (Castro, 2007).

September 23 (R): Tag attributes and CSS and Hexadecimal colors.
*Reading assignment: Chapter 7: Style sheet building blocks & Chapter 8: Working with style sheet files (Castro, 2007).

September 28 (T): Quiz 2. / Lists & data tables.

September 30 (R): Hypertext - Links.

October 5 (T): Reviews of Mid-term exam.

October 7 (R): Mid-term exam.

October 12 (T): Fall break. No class.
October 14 (R): Design and development of multimedia projects for the Web.
* Reading assignment: Chapter 4: Production: designing for the Web (From Web production for writers and journalists, 2002).

October 19 (T): Images, video and audio links and upload.
* Writing assignment: Submit a plan for a Website creation, including topic, design and content.

October 21 (R): Written assignment #2 due and presentation.

October 26 (T): Page layout using table layers.

October 28 (R): Creating dynamic elements and podcasts through RSS Feed.
* Reading assignment: Chapter 12: Dynamic Effects with Styles (Castro, 2007).

November 2 (T): Quiz 3. / - Interview skills and practices.
  - Discussion on the interview plan and questions.
* Writing assignment: Submit an interview plan, including interview date, time, and place, and contact information of interviewees.

November 4 (R): Creating diverse forms for interactivity.
* Writing assignment: Submit ten interview questions, with the basic profile of interviewees.
* Reading assignment: Chapter 17: Forms (Castro, 2007).

November 9 (T): Digital video and audio editing – Importing and editing video and audio.
* Reading assignment: Windows Movie Maker Instruction.

November 11 (R): Digital video and audio editing – Images, video, audio, and music.
* Reading assignment: Windows Movie Maker Instruction.

November 16 (T): Written assignment #3 due and presentation.

November 18 (R): Embedding and linking multimedia files.
* Reading assignment: Chapter 18: Video, Audio, and other Multimedia (Castro, 2007).

November 23 (T): Publishing multimedia content on the Web.
* Reading assignment: Chapter 23: Publishing your pages on the Web (Castro, 2007).

November 25 (R): Thanksgiving. No class.

November 30 (T): Final check for the multimedia project with individual consultation and presentation practice.

December 2 (R): Student Presentation I – Final project.

December 7 (T): Student Presentation II – Final project.
ENT - IAR 321
CREATIVITY, DESIGN & ENTREPRENUERSHIP

Fall 2011 – Monday and Wednesday 5:00 – 6:15

SYLLABUS

ONCE UPON A TIME IN YOUR FUTURE
JOINING THE FORCES OF CREATIVITY AND ENTREPRENUERSHIP IN YOUR DESTINY

"... Five hundred years is a long time, and I don’t expect many of the people I interview will be known in the year 2500. Christopher Alexander may be an exception."

David Creelman, author, Interviewer and Editor
Knowledge Manager, HR magazine, Toronto

Stoel Burrowes
Assistant Professor
The University of North Carolina at Greensboro
Department of Interior Architecture
s_burrow@uncg.edu
114 Gatewood Studio Arts Building
Office Hours: MWF 11-12
DESCRIPTION
This course explores the cognitive skills of design and entrepreneurship together. Students interested in innovation and creativity and bringing these ideas to market will benefit.

Through reading, discussion, lecture, research assignment, journal entry and project presentation students will learn the specific application of both design and business ideas in their work. Studying philosophy, creation and application will bring together sometimes disparate strands of expertise. Attention will be focused in the class through projects and presentations on the student’s understanding of design and entrepreneurship.

This course emphasizes both the material/physical manifestation of design as well as its philosophical alter-ego. Emphasis will be shared with attention to business planning and starting. The reality of the business environment – its practicality and functional demands – adds multiple layers of significance to any work. Discussion with local entrepreneurs and international case study will engage students ‘real world’ practice. The premise being that the design environment is real – it is dwell with, created, used and it sits, also, in time and space.

The content of this course satisfies both General Education Core (GFA), and Global (GL) Marker curriculum requirements.

PREREQUISITES
There are no pre-requisites for this course. A keen sense of interest in the built environment is recommended.

ACADEMIC REGULATIONS AND POLICIES / UNIVERSITY REQUIREMENTS
It is imperative that students become familiar with the academic regulations and policies, as well as, the University requirements found in sections 4 and 5 of The University of North Carolina at Greensboro Undergraduate Bulletin 2005-2006.

ATTENDANCE

Attendance is absolutely mandatory during class hours. Absence from more than one class may affect your grade. Professor should be notified before class of absence, if possible. Student is responsible for work missed.

ADDITIONAL REQUIREMENTS

Students with disabilities requiring special classroom accommodation should notify Professor Burrowes in the first week of class.
LEARNING OUTCOMES

Students taking ENT - IAR 321 are expected to progressively build, through weekly readings, lectures and projects, a strong visual literacy of designed objects along with understanding of business development and an entrepreneurial mindset. Students will be expected to understand entrepreneurship and how design development is impacted. Understanding and literacy will be demonstrated through small group discussion, tests, writing project and presentation projects.

On completion of this course, students will be able to:
1) Distinguish design as a creative product of culture, and identify and use the design properties demonstrated.
2) Demonstrate an understanding of right-brain and left-brain directed thinking.
3) Develop sensitivity toward the variety of qualities, cultures and world views that have transformed the design environment through time.
4) Develop language facility to analyze visual and written evidence and documentation of a deeper awareness of the interactions of design and entrepreneurship in society.
5) Demonstrate the ability to identify an entrepreneurial opportunity and the organization of ideas and plans into action in a business model.
6) Evaluate diverse opportunities available in the merging of design and entrepreneurship.
7) Evaluate the skill sets needed to succeed in both design and entrepreneurship.

STRATEGIES
Weekly reading assignments will be discussed and students will be expected to keep a Journal of reading and lecture/discussion notes. The Journal can include any other materials gathered and/or notes/sketches that are important to this course. Your completion of assigned reading and participation in discussion is a primary responsibility. Panel discussion with local entrepreneurs and international video conferencing will be used.

Approximately, one third of the semester will focus on design theory; one third focused on entrepreneurship theory and a third on the overlap of these theories and practice, including building skill sets in both.

Over the course of the semester students will be quizzed (5) and tested with a final exam. A research paper, the investigation/research project, will be an essay where key theoretical premises, explored in the lectures and readings, can be investigated and engaged through objects, environments and culture as well as examples of entrepreneurial enterprise. Students will, also, produce a 10 - 15 minute presentation scheduled during the semester.

EVALUATION
Quizzes 20%
Journal entry 15%
Business Model presentation 20%
Research assignment 15%
Final test 15%
Participation & Attendance 15%
TOTAL: 100%

Late work will be marked down one full letter grade for each assigned class meeting it is late and will not be accepted after 2 class periods from the project’s assigned due date or after the scheduled class final exam time, whichever is first.

All work completed in this course will meet the requirements of the UNCG Honor Code. Your grade will be based on University guidelines; refer to The University of North Carolina at Greensboro Undergraduate Bulletin.

“Excellent work” (receiving the grade “A”) requires independent thinking and to receive this grade, you must bring qualities to your work “above and beyond”.
   A – High quality work beyond stated requirements: “excellent”
   B -- Quality work satisfying requirements: “very good”
   C – Work satisfies requirements: “good”
   D – Minimally acceptable: “needs more effort”
   F – Unacceptable
ENT - IAR321
Fall 2011 – Monday and Wednesday 5:00 – 6:15

“Three rules of work: out of clutter find simplicity; from discord find harmony; in the middle of difficulty lies opportunity.”
Albert Einstein

CALENDAR FALL 2011

8/22 & 24 week 1  course introduction  reading 1- Daniel Pink
8/29 & 31 week 2  Right and Left Brain Directed Thinking Quiz
9/7  week 3  (no class Monday) reading 2 - Christopher Alexander
         Guest presentation/discussion
9/12 & 14 week 4  reading 3 - Defining Design Choice Quiz
9/19 & 21 week 5  reading 4- 15 Properties
9/26 & 28 week 6  reading 5- Journal Due Quiz
10/3 & 5 week 7  reading 6 - The Art of the Start
                  Panel discussion with local entrepreneurs
10/12  week  break (no class on Monday)
10/17 & 19 week 8  reading 7- Principles of Entrepreneurship, Putting Together a Team
                    Quiz
10/24 & 26 week 9  reading 8 - The One Minute Entrepreneur
                    Thinking Design / Thinking Entrepreneurship
10/31 & 11/2 week 10 reading 9 - Finding Opportunity, Setting Goals
                      Quiz, Global Case Study Research
11/7 & 9 week 11  reading 10 - Presentations Journal Due
                    Discussion
11/14 & 16 week 12  reading 11- Teamwork
11/21  Thanksgiving (no class on Wednesday)
11/28 & 30 week 13  reading 12 - Teamwork
                    Investigation/Research Paper due
12/5 week 14  reading 13 – conclusion Final class
Final Exam Period  Friday, December 9, 7:00–10:00 P.M.  Final Exam
COURSE NUMBER: CRS/ENT 421

COURSE TITLE: CRS/ENT 421: Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations

CREDITS: 3 Credit Hours

PREREQUISITES/COREQUISITES: Completion of 30 semester hours at UNCG

FOR WHOM PLANNED: Juniors and seniors in CARS majors and/or minor as well as ENT undergraduates

INSTRUCTOR INFORMATION:
Instructor: Jennifer Yurchisin, Ph.D.
Office: 353 Stone
Office hour: M., 10.00 – 11.00 a.m., and by appointment
Phone: 336-256-0272
E-mail: jyuchisin@uncg.edu

CATALOG DESCRIPTION:
Operation of student-run on-campus retail store. Application of industry knowledge and skills to maintain financial success using appropriate customer service, inventory management, and merchandise display techniques. Emphasis on entrepreneurship.

STUDENT LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

- Understand the significant elements of risk, control, and reward associated with self-employment through business ownership.
- Apply effective customer service skills to increase sales in an independent retail store.
- Conduct consumer research to identify business opportunities for an independent retail store.
- Select and price appropriate quantities of merchandise for an independent retail store.
- Analyze financial documents to find ways to improve independent retail store performance.
- Develop and implement an effective visual merchandising display for an independent retail store.
- Plan and execute a successful advertising and promotional campaign for an independent retail store.
- Manage the operations of an independent retail store.
- Work effectively in a multi-function team.
TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:

This course will be a combination of weekly group discussions, student work hours in the retail store, and student projects. Group discussions will be used to introduce key concepts and to provide information from the outside readings. Thus, you will be expected to have read readings(s) assigned in the syllabus prior to meeting with the class on that day. Group discussions will also provide opportunities for students to debrief and talk about the events of the week at the store. All students will be expected to work at least three hours each week in the store. Students will be assigned particular roles to assume while at work each week. In addition to completing the activities associated with the roles, students will also be required to maintain an individual portfolio of their work in the store. Included in the portfolio will be weekly journal entries about their experience as well as written portions of the activities required for the course.

EVALUATION AND GRADING:

Course Requirements and Assignments

Course project #1—Store operations

Overview

100 points of your overall grade will be based on a project in which you will effectively run the retail store. Each week, every student enrolled in the course will work as a sales associate for at least three hours in the store. Additionally, each student in the course will have the opportunity to engage in several different roles in the store throughout the semester. Students will rotate role assignments on a bi-weekly basis. The schedule will be determined at the beginning of the semester. Each role has associated with it activities to be completed in the store as well as a written assessment of the work completed as a part of the role assignment. Written assessments should be typed and printed and included in the individual portfolio for the course (Course project #2—Individual portfolio).

Roles & Assignments

Consumer research—Two weeks; 20 points
The consumer researcher is responsible for conducting research about some aspect of the target market for the retail store. The consumer researcher must identify an appropriate research question, design a method to answer this question, collect the data to answer the question, analyze the results of the data collection, and interpret the findings.

Merchandise buying—Two weeks; 20 points
The merchandise buyer is responsible for acquiring new products for the retail store. During this two-week phase, the merchandise buyer will schedule appointments and meet with consignors, select
appropriate merchandise in the appropriate quantities from the consignors, and price the merchandise appropriately. Additionally, the merchandise buyer must recruit at least one brand new consignor and select products from this consignor for the store. The merchandise buyer will prepare an item cost sheet for the products they select for the store. The merchandisers will also prepare a six-week plan containing information about predicted sales and costs for each week.

Marketing & Promotion—Two weeks; 20 points
The marketer needs to develop one advertising and/or promotional activity for the store that is directed at members of the target market. The marketer will detail what will be done, where it will be done, and when it will be done. The marketer will submit this plan, along with justifications for the decisions in the individual portfolio. The marketer will also execute the activity during a specified week and will assess the effectiveness of the selected activity.

Store management—Two weeks; 20 points
The manager is responsible for day-to-day operations of the store for one week. The manager will make the schedule for the sales associates for one week. The manager will make sure that all sales associates are performing their duties as expected. The manager will be responsible for addressing any issues that occur with sales associates, customers, and consignors. The manager will also be responsible for ensuring smooth operations each day (e.g., ordering supplies as needed, ensuring a clean and safe workplace). The manager will also analyze sales for trends for the two-week period and will report these trends in a written report.

Visual merchandiser—Two weeks; 20 points
The visual merchandiser will select one part of the store to remerchandise. The visual merchandiser will plan the display and justify, in a written report, the design of the display. Then the merchandiser will execute the plan and will track the success of their display. In a written report, the visual merchandiser will explain the ways in which the display was effective and ineffective and make suggestions for future displays. Photographs of the display should be included with the written report and placed in the portfolio for Course project #2.

Please note, failure to perform your assigned role during the assigned weeks will result in a zero for the entire course project. In other words, you will receive 0/100 for Course project #1.

Course project #2—Individual portfolio

Overview
100 points of your overall grade will be based on a portfolio that you will keep throughout the semester.

Instructions
Work individually to complete this assignment. You will be writing journal entries, at least one per week, about your reactions to the course, the readings, and your assignments for Course project #1. The purposes of this journal are: to stimulate thought about the course material (even when you are not in class), to point out the relevance of the course concepts to entrepreneurship outside of the classroom, to record your creative and innovative ideas in a safe and secure place, to encourage self-reflection and evaluation of your performance in Course project #1, and to provide a starting point for class discussions about the material.
For each week, you should write a minimum of two paragraphs. The first paragraph should provide a brief overview of your accomplishments for the week with respect to the course content and Course project #1 (when applicable). You may briefly summarize the readings for the week as well as any related class discussions or assignments from the week. You may also describe the activities you completed for the week and provide a detailed list of activities that are planned for the following weeks.

The second paragraph should provide your reaction to the week. Exactly what you write in the second paragraph is up to you. Some things that you might consider writing about include, but are not limited to: how the material covered in the course relates to your work in the retail store, another job you currently have, a future job you aspire to have, material you have learned in another class, or material you have read or heard somewhere else; how the material covered in the class changed or strengthened your ideas or opinions about entrepreneurship; how the material covered in the class relates to an experience you have personally had; how the material covered in the class will influence your future decisions as a professional; or any questions that you have about the class or the course materials.

Your journal entries will only be seen by you, the instructor, and the TA(s). So, write freely!

There are two (2) announced grading dates for your journal during the semester. Make sure you keep up with your journal entries as the course moves along. Each of the mid-semester grading dates is worth 35 points, for a total of 70 points.

Your journal entries will be graded on content only. Grammar and spelling will not be assessed. However, it is easier for the instructor and the TA(s) to understand your content if your grammar and spelling do not distract the readers.

In addition to the weekly journal entries, your portfolio should include the written portions of Course project #1.

There will be one final grading date for your completed portfolio at the end of the semester. All materials must be included in the final portfolio submission. The final submission is worth 30 points.

Course project #3—Weekly sales associate work hours

Overview

100 points of your overall grade will be based on your performance working as a sales associate each week in the retail store.

Instructions

Each student enrolled in the course is required to work at least five hours each week as a sales associate in the retail store. During these five hours, students are expected to follow all policies and procedures as outlined in the employee manual for the store. Students will be expected to arrive on time and work for their entire scheduled shift, provide excellent customer service, and follow the directions given by the store manager. You will lose points from your grade for the project if you violate any store policies. If you are scheduled for a shift and you are ill (with a doctor’s note), it is your responsibility to call other
students in the course to cover your shift. If you are unable to find anyone to cover your shift, you must notify the store manager by calling the store. You also must notify the instructor by e-mail. Furthermore, you will not be permitted back into the course without a doctor’s note.

Please note, if you miss two shifts without notifying the manager and instructor, you will receive a 0/100 for your Course project #3 grade.

Final exam

The final exam is scheduled for Wednesday 4 May from 3:30 to 6:30 PM. Although no formal final exam will be given in the course, we will meet during the final exam period to “debrief” and discuss our experiences (both good and bad), the lessons we learned, and our plans for the future. Attendance and participation are required at this session. If you do not attend this session, you will be given a zero (0/100) for your Course project #2 grade. Thus, you will not be able to pass the course if you do not attend the final exam period.

Final Grading

<table>
<thead>
<tr>
<th>Course project #1</th>
<th>100 points</th>
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<tbody>
<tr>
<td>Course project #2</td>
<td>100 points</td>
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<tr>
<td>Course project #3</td>
<td>100 points</td>
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<tr>
<td>Total</td>
<td>300 points</td>
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</tbody>
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A = 93% - 100%  
B = 83% - 86%  
C = 70% - 76%  
A - = 90% - 92%  
B - = 80% - 82%  
F = < 70%  
B+ = 87% - 89%  
C + = 77% - 79%

REQUIRED TEXTS/READINGS/REFERENCES:


<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Readings &amp; Items Due</th>
</tr>
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<tbody>
<tr>
<td>12 Jan</td>
<td>Wed</td>
<td>Course Introduction—Discuss syllabus &amp; Store manual</td>
<td>Read the syllabus &amp; store manual!</td>
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<td></td>
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<td>Reagan, R. (1985)</td>
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<td>Discuss Course project #1, #2, &amp; #3</td>
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<td>Students submit schedules for weekly work</td>
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<td>19 Jan</td>
<td>Wed</td>
<td>Getting Started &amp; Customer-Friendly Policies and Services</td>
<td>Schroeder—Chapters #1 &amp; #7 Students submit schedules for roles for Course project #1</td>
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<tr>
<td>26 Jan</td>
<td>Wed</td>
<td>Managing Your Store’s Finances &amp; Merchandise Buying</td>
<td>Schroeder—Chapters #2 &amp; #4 Students start working at least 5 hours each week in the store as sales associates Schroeder—Chapters #3 &amp; #5</td>
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<td>Store Design &amp; Visual Merchandising</td>
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<td>2 Feb</td>
<td>Wed</td>
<td>Staffing Your Store &amp; Managing during Tough Times</td>
<td>Schroeder—Chapters #6 &amp; #11 First journal entries due for grading</td>
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<td>Advertising Your Shop &amp; Creative Promotion and Publicity</td>
<td>Schroeder—Chapters #8 &amp; #9</td>
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<td>9 Feb</td>
<td>Wed</td>
<td>Class meeting for discussion</td>
<td>Begin role rotation for Project #1 (Role #1)</td>
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<td>16 Feb</td>
<td>Wed</td>
<td>Class meeting for discussion</td>
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<td>23 Feb</td>
<td>Wed</td>
<td>Class meeting for discussion</td>
<td>Role #2</td>
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<td>2 Mar</td>
<td>Wed</td>
<td>Class meeting for discussion</td>
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<td>Second journal entries due for grading</td>
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<td>9 Mar</td>
<td>Wed</td>
<td>Spring Break</td>
<td>Class Excused</td>
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<tr>
<td>16 Mar</td>
<td>Wed</td>
<td>Class meeting for discussion</td>
<td>Role #3</td>
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<tr>
<td>23 Mar</td>
<td>Wed</td>
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<td>30 Mar</td>
<td>Wed</td>
<td>Class meeting for discussion</td>
<td>Role #4</td>
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<tr>
<td>6 Apr</td>
<td>Wed</td>
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<tr>
<td>13 Apr</td>
<td>Wed</td>
<td>Class meeting for discussion</td>
<td>Role #5</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY POLICY:

*Academic integrity*
The UNCG Academic Integrity Policy states,“If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated.” By choosing to enroll in this course and by completing assignments, projects, examinations, etc., you are by default held to the standards of the Academic Integrity Policy, and you are subject to sanctions should you violate the policy in any manner.

*Professionalism*
A professional demeanor is expected of students. Showing respect for the instructor, teaching assistant, classmates, coworkers, and customers is very important. Honesty and independent work is expected on all assignments. Students are encouraged to seek advice from the instructor when needed, in a timely manner in order that sufficient time is given to resolve problems or complete assignments.

ATTENDANCE POLICY:
Class attendance is required every day. For much of the semester, your attendance when scheduled is of vital importance to your own success in the course as well as to the success of the retail store. If you fail to show up as expected, your course grade will suffer. You will receive zero points for course projects as outlined in the instructions for the projects and elsewhere in this course syllabus.

In the event of an extended illness, the student and the instructor will consider alternatives.

FINAL EXAMINATION:
In lieu of a final exam, we will meet during the final exam period to “debrief” and discuss our experiences (both good and bad), the lessons we learned, and our plans for the future. Attendance and participation are required at this session. If you do not attend this session, you will be given a zero “0” for your Course project #2 grade.

ADDITIONAL REQUIREMENTS:
N/A
Overview of Faculty Training

- Coleman Entrepreneurship Fellows 2010-2012
  - Six Fellows-Interior Architecture, Music, Chemistry, Consumer & Retail Apparel, Hospitality, Living Learning Community
- 31 Speakers and 17 Events and Workshops since 2007
  Speakers have included, among others:
  Dr. David Audretsch-Indiana University
  Dr. Donald Siegel-Dean, University at Albany, SUNY
  Dr. Charles Wessner-National Academy of Sciences
  Dr. Thomas Byers-Stanford University
  Dr. Mike Morris-Oklahoma State University
Speakers
Franchising for the 21st Century

Listen and learn from a master in franchising.

November 2, 2011
Elliot University Center Auditorium at UNCG
Registration: 5:00-5:30
Presentation: 5:30-6:30
Refreshments and Networking at 6:30

FREE and open to the general public
*RSVP to NCEC@uncg.edu

Distinguished Entrepreneur Leader Lecture presents
Sanford Miller

- Co-Chairman and Co-CEO of Franchise Services of North America
- Company has over 1,117 locations throughout the United States
- Manages North America’s largest car rental companies
- Honored as Florida’s Ernst & Young’s Master Entrepreneur of the Year

Co-Sponsored by:

UNCG Entrepreneurship Cross-Disciplinary Program
UNCG North Carolina Entrepreneurship Center

http://entrepreneur.uncg.edu
Public Policy Implications of Entrepreneurship, Innovation and Sustainability

Fred Wellons, Chemol Corporation
&
Barry Frank, National Proteins Corporation

Wednesday October 26, 2011
2pm-3:15pm in the 1st Floor Classroom in Jefferson Suites
ENTREPRENEURSHIP AND FAMILY BUSINESS SPEAKER SERIES

[OPEN TO ALL]

October
3:30pm - 4:45pm
(Room 216 Bryan Building)

Tuesday, October 25th
Speaker: Jacob Cunningham:
4th Generation Owner of Cunningham Brick Company
http://www.cunninghambrick.com/

November
3:30pm - 4:45pm
(Room 216 Bryan Building)

Thursday, November 10th
Speaker: Tom Lambeth
Senior Fellow of the Z. Smith Reynolds Foundation
http://www.zsr.org

THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO
Entrepreneurship
Cross-Disciplinary Program
SEVEN STEPS TO SUCCESS:
Reflections From an Entrepreneur For Social Change

with special guest

STEVEN RIVELIS
CEO of CAMPAIGN CONSULTATION, Inc.
Entrepreneurs for Social Change™

Steven Rivelis has been helping people adapt to change and meet goals for over a quarter of a century. He coaches civic and business leaders from Central America, Africa, the Middle East, and post-Soviet nations on tools and techniques for creating social change using the “Winning Movements” curriculum he developed.

April 11th, 2011
Room 212, Bryan School of Business & Economics, UNCG

Registration: 5:30pm-6pm
Presentation and Q&A: 6pm-7:30pm
Reception immediately following

Please join us for this special event on Social Entrepreneurship!

http://www.campaignconsultation.com  http://entrepreneur.uncg.edu
are proud to present

WOMEN ENTREPRENEURS IN THE FORMER EASTERN BLOC COUNTRIES: THE CASE OF ROMANIA
with Dr. Mariana Dragusin

Free and open to everyone

Room 416, Bryan School of Business and Economics, UNCG

March 30, 2011
Registration: 5pm-5:30pm
Presentation: 5:30pm-6:30pm
Reception: 6:30pm

Mariana Dragusin is Professor at the Bucharest Academy of Economic Studies, one of the most important Romanian universities. She obtained her Ph.D. in Economics in 1998 at the same university and attended several national and international training courses. In 2005 she was accepted as Visiting Research professor at Tampa University in Florida. Author and co-author of 18 Romanian books and more than 70 published articles and scientific paper, she was involved in 15 national and international research projects as consultant/expert. Her major fields of competence and interest are: Management, Entrepreneurship and Leadership. In what she does, she is trying to pursue Dalai Lama’s advice:

"Be good whenever is possible! And it is always possible."

For more information, visit http://entrepreneur.uncg.edu
ENTREPRENEURSHIP SPEAKER SERIES
presented by the North Carolina Entrepreneurship Center

WEDNESDAY, SEPTEMBER 22, 2010
2:00pm-3:15pm, Bryan 216
ROBERT CALDWELL, JR.
Founder, Family Firm Resources, LLC

WEDNESDAY, SEPTEMBER 29, 2010
6:00pm-7:30pm, Bryan 114
FRED WILLIAMS
Small Business Placement Coach,
The Entrepreneur’s Source

WEDNESDAY, OCTOBER 20, 2010
11:00am - 11:45am, Bryan 105
ALAN FIELDS
Owner, The Entrepreneur’s Source

FRIDAY, OCTOBER 29, 2010
11:00am, Bryan 105
MARTIN SINOZOCHE
Owner, Vena Capital, LLC

MONDAY, NOVEMBER 15, 2010
11:00am, Bryan 216
STAN MANDEL
Prof. of Entrepreneurship, Wake Forest University

MONDAY, NOVEMBER 1, 2010
11:00am, Bryan 105
JERRY SCHWARTZ
Owner, The Cleaning Authority

FRIDAY, DECEMBER 3, 2010
11:00am, Bryan 105
SAM FUNCHESS
President, Nussbaum Center for Entrepreneurship

WEDNESDAY, SEPTEMBER 29, 2010
11:00am, Bryan 105
JOSH SEIBERT
Owner, The Sandler Sales Institute

WEDNESDAY, OCTOBER 13, 2010
10:00am - 10:45am, Bryan 105
TOM MAY
Former President
Nussbaum Center for Entrepreneurship

WEDNESDAY, OCTOBER 27, 2010
2:00pm-3:15pm, Bryan 216
PAUL HATENHAUER
Partner, Culp Elliott & Carpenter, P.L.L.C.

All events held at the
Bryan School of Business and Economics at UNCG
516 Stirling Street, Greensboro, NC

http://entrepreneur.uncg.edu

ALL EVENTS FREE AND OPEN TO THE PUBLIC
SOCIAL SUSTAINABLE ENTREPRENEURSHIP
with Norris Krueger, Ph.D. of the Max Planck Institute

Wednesday, December 1, 2010, at 6pm
Room 416, Bryan School of Business and Economics, UNCG

Dr. Norris Krueger has long experience at entrepreneurship-led economic development. One of the world’s experts at how to nurture entrepreneurial thinking, especially expert entrepreneurial thinking, his work has ranged from public policy analysis to cutting-edge research to designing entrepreneurial education and training programs that have won multiple national best practice awards. He also has a wide range of consulting and high tech entrepreneurial experience.

Refreshments will be provided.

presented by:

THE UNIVERSITY of NORTH CAROLINA
GREENSBORO
North Carolina Entrepreneurship Center

http://entrepreneur.uncg.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Room</th>
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<tbody>
<tr>
<td>Feb. 11</td>
<td>Arthur Samet</td>
<td>Bryan 360</td>
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<tr>
<td></td>
<td>President, Samet Corp.</td>
<td>3:30-4:45pm</td>
</tr>
<tr>
<td></td>
<td>Topic: Family Business Success</td>
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<tr>
<td>Feb. 18</td>
<td>Patricia Clark</td>
<td>Bryan 360</td>
</tr>
<tr>
<td></td>
<td>President, Kleen It Up and Knight Products</td>
<td>3:30-4:45pm</td>
</tr>
<tr>
<td></td>
<td>Topic: Family Business Success</td>
<td></td>
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<tr>
<td>Feb. 23</td>
<td>Jim Judge</td>
<td>Bryan 360</td>
</tr>
<tr>
<td></td>
<td>Principal, Cambridge Consulting</td>
<td>2-3:15pm</td>
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<td></td>
<td>Topic: Industry &amp; Competitor Analysis</td>
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<tr>
<td>March 16</td>
<td>Tom May</td>
<td>Bryan 360</td>
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<td></td>
<td>Former Director, Nussbaum</td>
<td>2-3:15pm</td>
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<td>Center for Entrepreneurship, and</td>
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<td></td>
<td>Bryan School of Business</td>
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<tr>
<td></td>
<td>Topic: Starting Your Business</td>
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<td>March 23</td>
<td>Cooper &amp; Tom James</td>
<td>Bryan 360</td>
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<tr>
<td></td>
<td>Founder &amp; President, TCJ Associates</td>
<td>3:30-4:45pm</td>
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<td></td>
<td>Topic: Successful Family Business Success</td>
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<tr>
<td>April 16</td>
<td>Ted Shalek</td>
<td>Bryan 360</td>
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<tr>
<td></td>
<td>President, Shalek &amp; Associates</td>
<td>2-3:15pm</td>
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<td></td>
<td>Topic: Financial Feasibility</td>
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</tbody>
</table>

Free, Open to the Public
No RSVP necessary.
Questions?
Contact Dianne Welsh
336-256-8507
Dianne_Welsh@uncg.edu
Events
REGISTRATION FEES

Before March 12, 2011: $50, students $30

After March 12, 2011: $65, students $45

...but does anyone know? For the price of 3 packs of strings, get the business skills, resources, and contacts from successful artists, so that you can excel doing what you love.

For more information: visit [http://seac.uncg.edu](http://seac.uncg.edu)
...but does anyone know? The SEA Conference was developed with artists in mind. For the price of one dance lesson, come learn how to market and promote your art from the experts, getting the skills you'll need to become a self-sustaining entrepreneur as you jet your way to success.

hello, I'm graceful

SEA
3.26.2011

Registration Fees
Before March 12, 2011:
$50, students $30
After March 12, 2011:
$65, students $45

http://seac.uncg.edu

UNCG
North Carolina Entrepreneurship Center
CAREERS IN ENTREPRENEURSHIP

Panel Discussion

Do you have the next bright idea for a business?

Ever thought of owning your own business?

Ever wondered about the challenges entrepreneurs face?

Want to find out what it’s like to work for an entrepreneurial company?

Get some tips from entrepreneurs for how to bring your business to light!

Tuesday, November 16, 2010
5:15-6:30pm
(followed by networking until 7:00pm)

Bryan School, Room 416

All UNCG students interested in entrepreneurship are welcome to attend.

Guest speakers include the following entrepreneurs:
Tom James, T. Cooper James & Associates (Real Estate Development)
Megan Metzger, Preferred Childcare
Judy Miller, RSVP Communications

Questions? Call 334-9815 or send an email to bryangcs@uncg.edu.
Sponsored by the Bryan Career Services & Internship Programs Office and the North Carolina Entrepreneurship Center.
About the North Carolina Entrepreneurship Center at UNCG:
The NCEC is the information portal between the university and the community to provide expertise in entrepreneurship and innovation. We provide expertise in 7 major areas that fuel our economic engine and whose jobs are predicted to grow for the next 20 years: Creative Industries, Family Business, Franchising, International Entrepreneurship, Healthcare Entrepreneurship, Social Entrepreneurship and Science, Technology, & Innovation Entrepreneurship. The NCEC is a source for the expertise, support, and services needed by entrepreneurs, providing fee-based services and free services through our partnerships with the Service Core of Retired Executives (SCORE) and the Small Business Development Technology Center (SBTDC) and affiliate programs, such as the Triad Women's Entrepreneurship Initiative (TWEI).

About GenSpring Family Offices
Founded in 1999, GenSpring Family Offices is a market leader among independent advisors. With over $20 billion in assets under advisement, GenSpring, including its affiliates GenSpring International, LLC and GenSpring Charleston, LLC, has been chosen by more than 700 families around the world to manage their wealth for generations and is a rapidly emerging alternative to traditional wealth management firms. GenSpring is headquartered in Palm Beach Gardens, Florida and has 15 family offices in Atlanta, Charleston, Charlotte, Costa Mesa, Denver, Greenwich, New York City, Miami, Nashville, Orlando, Palm Beach, Phoenix, Tampa Bay, Sarasota, and Washington, D.C. GenSpring was named 2008 Multi-Family Office of the Year by Institutional Investor, ranked #1 independent advisor in Financial Advisor magazine’s 2010 RIA Ranking of Independent Advisors and most recently ranked #1 on Forbes’ 2010 list of Top Fee-Only Advisors. Know more. GenSpring.com
The Southern Entrepreneurship in the Arts℠ Conference:
FROM SURVIVAL TO SUCCESS

SATURDAY, MARCH 27, 2010
Registration: 8am, Conference: 9am-5:30pm

Elliott University Center, on the campus of The University of North Carolina at Greensboro
Presented by the North Carolina Entrepreneurship Center
ENTREPRENEUR.UNCG.EDU
New Opportunities in the Entrepreneurship Major/Minor at UNC-Greensboro

Dianne Welsh

Cosponsored by Entrepreneurial Innovation in the Arts

Wednesday 4 March 2009 • Ferguson 100 • 5:00 p.m.
Free Admission; No Preregistration Required

Dianne Welsh is the Hayes Distinguished Professor of Entrepreneurship at the Bryan School of Business and Economics at UNCG. She is a recognized scholar in international entrepreneurship and franchising with over one hundred published articles in publications including the Academy of Management Journal, Journal of International Business Studies, Entrepreneurship Theory and Practice, Journal of Business Venturing, and Journal of Small Business Management. She is also coeditor of the first comprehensive volumes on global franchising in emerging and industrialized markets. Her influence extends through UNCG currently via the BELL program and its subsidiary Entrepreneurial Innovation in the Arts and in the future through a proposed new North Carolina Center for Entrepreneurship. She will be at the Media Workshop on Wednesday 4 March to discuss these opportunities as well as new entrepreneurship programs that will launch in fall 2009.

Media Workshop is a student-run public forum that showcases individuals active in local media and provides information on a range of experiences in broadcasting, film, and radio for future media practitioners and the wider university and public community.
NC Campus Compact welcomes you to the 4th annual Civic Engagement Institute! We are pleased you have gathered with colleagues from across the state, and look forward to an intensive day of learning and sharing related to social entrepreneurship.

We welcome featured speakers, Dr. Brett Smith, Director of the Center for Social Entrepreneurship at Miami University of Ohio, and Greg Werkheiser, Director of The Phoenix Project in Virginia. Today also includes workshops and a panel of active social entrepreneurs in the afternoon. The day concludes with a networking session at which Al Delia, Senior Advisor to Governor Perdue and Co-Chair of the North Carolina Innovation Council, provides a vision for how our higher education institutions' social entrepreneur initiatives will impact North Carolina.

Objectives of the 2010 Institute

Participants will:
* Be introduced to an operating definition of social entrepreneurship
* Gain multiple perspectives of social entrepreneurship, as well as best practices and models
* Consider ways to spark student interest in utilizing innovative problem solving to address social and community issues
* Assess current campus initiatives – curriculum, research, co-curricular – as well as opportunities to integrate social entrepreneurship initiatives more fully
* Build communication between those initiating campus-based social entrepreneurship and the civic engagement office (s)
* Connect with like-minded staff and faculty from across the state and explore possible collaborations
North Carolina Entrepreneurship Center (NCEC)
Annual Report
May 1, 2010-April 30, 2011

Dianne H.B. Welsh, Ph.D.
Founder and Executive Director

THE UNIVERSITY of NORTH CAROLINA
GREENSBORO
North Carolina
Entrepreneurship Center
Office Hours:
Monday - Friday, 8:00 a.m. - 5:00 p.m.
and by appointment

418 Bryan School of Business and Economics
516 Stirling Street, P.O. Box 26170
Greensboro, NC, 27402-6170

T: (336) 256-8649 F: (336) 256-8650
ncec@uncg.edu
http://entrepreneur.uncg.edu
We would like to thank...

The Bryan School of Business and Economics
The Office of Research and Economic Development
UNCG Development Office
Southern Entrepreneurship in the Arts Committee
Our Internal and External Advisory Boards

Our Affiliate Programs
The Triad Women’s Entrepreneurial Initiative
Collegiate Entrepreneurs Organization℠

NCEC Staff and Interns

Our Partners
The Service Corps of Retired Executives (SCORE)
The Small Business Technology Development Center (SBTDC)
Office of Innovation Commercialization

And All of Our Volunteers, Speakers, Sponsors, and Donors
GRANTS, DONATIONS, AND GIFTS

Total Received: $74,437

- Coleman Foundation Coleman Fellows
- Ecology/Wildlife Foundation
- Board Challenge - Noah Reynolds
- NC BioTech - Kathy Allen
- Advisory Board Gifts
- TWEI Summer Intensive Program
- Women/Gender Studies - Mariana Dragusin
- SEA Registration
- SEA In-Kind Donations
- SEA Scholarships
- GenSpring Family Business
- Anne Fulton Carter Business Plan Competition
Classroom Seminar Entrepreneurship Speaker Series

Seminars are open to the public and focus on in-depth discussions of major issues in the seven strategic entrepreneurship areas.

Total Attendance: 123

<table>
<thead>
<tr>
<th>Lincoln Financial Scholars</th>
<th>Number of businesses</th>
<th>Hours Spent</th>
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<tbody>
<tr>
<td>Michelle Bethea (Fall)</td>
<td>7</td>
<td>259</td>
</tr>
<tr>
<td>Lindsay Lamar (Spring)</td>
<td>9</td>
<td>300</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>559</td>
</tr>
</tbody>
</table>

Internal and External Advisory Board
External Advisory Board
26 Members
4 Meetings

Internal University Advisory Board
25 Members
2 Meetings
AWARDS

Dr. Dianne Welsh, Global Consortium of Entrepreneurship Centers Excellence in Cross Campus Entrepreneurship Award

Award for Volunteer of the Year for Mentoring
April 28, 2011
Fran Luedtke
Service Corps of Retired Executives (SCORE)

Alumni Women Entrepreneur Awards
April 27, 2011
Adrienne Cregar Jandier ’92
President, Atlantic WeWorks

Megan Metzger ’05
Founder Preferred Childcare, Inc.

Catherine Propst ’75, ’94
Owner/Founder Guilford Medical Supply

Student Women Entrepreneur Awards
April 27, 2011
Ja’el Mosley
Tricia Kaufman
Zimuzor Ugochukwu
Southern Entrepreneurship in the Arts Conference  
*March 26, 2011*

Twenty artist-entrepreneurs spoke at the second annual conference on the literary, performing, and visual arts, giving valuable tips to implement in their businesses the next day. Speakers included Linda Brady, Chancellor of UNCG, Joy Gendusa, owner of PostcardMania, Wally West, Wally West Music Resources, Brad and Tammy Spencer, Spencer Sculpture, and Peter Steinberg, The Steinberg Agency, Inc., among others. Co-sponsored by the Coleman Foundation, the Ernst Family, and the Hughes Foundation.

### Attendees
- Students: 46
- Artists: 28
- Professionals: 43
- Faculty: 6

---

Women Entrepreneurs in Eastern Europe  
*March 30, 2011*

Dr. Mariana Dragusin spoke on her research and work to progress women entrepreneurs in Romania and the former Eastern Bloc countries. Co-sponsored by the Women’s and Gender Studies Program.

### Attendees
- Students: 16
- Faculty: 2
- Professionals: 2

---

Seven Steps to Success for Social Change  
*April 10, 2011*

An advocate for social change, Steven Rivelis, CEO of Campaign Consultation, Inc., spoke to students about steps they could take to improve their business and their lives to change the world.

### Attendees
- Students: 28
- Professionals: 1
- Faculty: 3

---

**Total Attendees: 559 (325 Students, 54 Faculty and Staff, 180 Professionals)**  
**Other Assistance: Phone Calls - 83, Walk-Ins - 73**
**Biotech Startups: What You Need to Know**  
*February 10, 2011*

Dr. Kathleen Allen, Director of the Marshall Center for Technology at USC, spoke on identifying markets and applications for their technologies to prepare them to seek venture funding. Co-sponsored by the NC Biotechnology Center.

**Franchising Today**  
*February 11, 2011*

Robert M. Barton, President & Chief Operating Officer of Franchise Services of North America, Inc., spoke on the advantages of franchising that included starting with a focus on branding, touch points, and a product that makes the customer remember you.

**Contract Basics for the Small Business Owner**  
*March 16, 2011*

An overview and panel discussion of contract basics was co-sponsored by the Better Business Bureau (BBB) and featured Paula Sinozich from Connors Morgan Sinozich, Dave Marcone from Allgood, and Kevin Hinterberger from the Better Business Bureau of Central North Carolina.
Careers in Entrepreneurship  
November 11, 2010

A panel discussion on career opportunities for Entrepreneurship students was moderated by the Frank Entrepreneurship Scholar Justin Streuli and included Tom James - T.C. James Associates; Megan Metzger - Founder, Preferred Childcare, Inc.; and Judy Miller - President, RSVP Communications.

Attendees 48  
Students 42  
Faculty 3  
Professionals 3

Social Entrepreneurship  
December 1, 2010

What makes someone think like a great entrepreneur? What makes someone think like a great social entrepreneur? Growing a more entrepreneurial North Carolina requires understanding the answers to these questions and how they translate into actual teaching and training.

Dr. Norris Krueger of Entrepreneurship Northwest and external Fellow of the Max Planck Institute of Economics, shared ideas from the cutting edge with UNCG students.

Attendees 31  
Students 28  
Professionals 1  
Faculty 2

Anne Fulton Carter Business Plan Competition  
February 4, 2011

Five judges from prominent area businesses, including Commonwealth Hosiery, Liberty Aircraft, and Dudley Beauty Products, Inc. awarded $3750 in prize money, donated from the family of Anne Fulton Carter.

The four winning business plans included:  
Jeff Lin Creative, Jeff Lin - Undergraduate - 1st Place  
The Dream Institute, William (Bill) Johnson - Faculty/Staff - 2nd Place  
Sportivity, Jeremy Granger & Tricia Kauuffman - Graduate - 3rd Place  
Chell Designs, Kimberle Wade - Graduate - 4th Place

Attendees 18  
Students 5  
Faculty 4  
Professionals 9
EVENTS

Entrepreneurs’ Intensive Workshop
July 5, 2010 - September 1, 2010

The Triad Women’s Entrepreneurial Initiative’s Summer Entrepreneurs’ Intensive Workshop led by Dr. Channelle James, took a group of new entrepreneurs through research, justification, and financial phases of business plan creation to help them start and grow their business.

Attendees 9
Faculty 1
Professionals 8

Sustaining the Family Enterprise
November 3, 2010

Research on their worldwide study on the transition from the family business to the family office was presented by Dr. Kirby Rosplock from GenSpring Family Offices and Dr. Dianne Welsh, Founder & Executive Director, NCEC, followed by a panel discussion on family business that included W. Noah Reynolds, Reynolds Family Office; R. Thomas Mayes, Jr., Piedmont Financial Trust Company; Stephen Salley, GenSpring Family Offices; and Chris Oliviero, Perdue Chicken. Co-sponsored by GenSpring Family Offices.

Attendees 130
Students 18
Faculty 20
Professionals 92
The North Carolina
Entrepreneurship Center and
Better Business Bureau
of Central North Carolina Present:

UNCG
North Carolina
Entrepreneurship Center

UNCG
Bryan School of Business and Economics

Contract Basics for the
Small Business Owner
Overview and Panel Discussion

Wednesday, March 16, 2011
5:30-6:30 PM
UNCG Bryan School of Business and Economics
Bryan Room 160

Meeting will kick off with a brief overview of
Contract Basics for Small Business Owners presented by:
• Paula Sinozich, Esq., Connors Morgan Sinozich

A panel discussion and question and answers
will follow that will feature:
• Paula Sinozich, Esq., Connors Morgan Sinozich
• Dave Marcone, General Manager, Allgood
• Kevin Hinterberger, CEO and President, BBB of Central NC

The discussion will be moderated by:
• Joan Stanley, JD, Dispute Resolution Director, BBB of Central NC

The event is free. Registration will be from 5:00 PM to 5:30 PM.
Parking is available on campus at $1.00 an hour at the Walker Deck
(Go to http://parking.uncg.edu/pkgsmap.html for directions)

RSVP by Tuesday, March 15 to Joan Stanley via email at
jstanley@greensboro.bbb.org, or by calling 336.852.3190.
“BIOTECH STARTUPS: WHAT YOU NEED TO KNOW”
With Dr. Kathleen Allen, USC Biotechnology Director

February 10, 2011
Elliott University Center Auditorium
Registration: 5pm-5:30pm
Presentation and Q&A: 5:30pm-6:30pm
Reception immediately following
Registration $10
Students and Faculty in free with ID

In the world of startups, biotech businesses, and life sciences in general, are arguably the most challenging and complex. Hindered by long development timelines, onerous regulatory requirements, huge funding needs, and the challenge of mixing science and business cultures and mindsets, biotech startups don’t enjoy the luxury of inexpensive rapid experiments to test business models and secure valuable customer feedback that other types of ventures enjoy. However, in an increasingly uncertain business environment, we need to rethink and restructure our approaches to biotech startups to position them to be attractive to investment, to adapt rapidly to uncertainty and change, to make more effective product/feature tradeoffs, and to better prepare to navigate the valley of death. Using examples of real companies with which she has worked, Dr. Allen will discuss the key challenges and opportunities that biotech startups face and what many entrepreneurs are doing to overcome them.

Dr. Kathleen Allen is the author of more than 15 books in the field of entrepreneurship and technology commercialization. As a professor of entrepreneurship and the Director of the University of Southern California Marshall Center for Technology Commercialization, which she co-founded, Allen works with scientists and engineers to help them identify markets and applications for their technologies and to prepare them to seek venture funding. Her personal entrepreneurial endeavors include four successful companies including one in the medical device arena. She serves on the boards of the USC Regulatory Science Program and the NIH-funded Center for Scientific Translation and has worked with many startups in the life sciences areas of biotech, biologics, and biomedical to help them assess and determine the most effective path to market and revenue. Allen is also a director of a NYSE company.

THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO
North Carolina Entrepreneurship Center
Aging is Good Business: Opportunities for Entrepreneurs

Engage dynamic professionals exploring “booming” business opportunities for entrepreneurs.

Join our 5th Annual Summit
Wednesday, April 14, 2010
Cone Ballroom • Elliott University Center
The University of North Carolina at Greensboro

Sponsorship, exhibiting and advertising opportunities, plus program details and registration forms are available at

www.unCG.edu/gro

Visit
http://entrepreneur.unCG.edu/
to learn about the
NC Entrepreneurship Center
at UNCG
Entrepreneurial opportunities are **booming** among aging populations!

Attend, sponsor, exhibit, and advertise at our 5th annual Summit

**Aging is Good Business: Opportunities for Entrepreneurs**

Wednesday, April 14, 2010
8:30 am–3:30 pm
Cone Ballroom • Elliott University Center
University of North Carolina at Greensboro

- **Free Agent Aging: Reinventing Ourselves in the Second Half of Life** presented by H. R. "Rick" Moody, PhD, Director, Academic Affairs, AARP, Washington, DC.

- **Entrepreneurship Opportunities** presented by Dianne H.B. Welsh, SPHR, Ph.D., Hayes Distinguished Professor of Entrepreneurship, and Director of the North Carolina Entrepreneurship Center, UNCG

- **The Surprising Prevalence of Later-Life Entrepreneurship** presented by Edward G. Rogoff, MBA, PhD, Professor of Management, Baruch College, City University of New York.


Enjoy continental breakfast, luncheon and afternoon round table discussions facilitated by experienced entrepreneurs and experts on aging, providing feedback on your ideas for entrepreneurial opportunities!

Sponsored by the
UNCG Gerontology Program • NC Entrepreneurship Center
[www.uncg.edu/gro](http://www.uncg.edu/gro) • [entrepreneur.uncg.edu/](http://entrepreneur.uncg.edu/)

Your sponsorship, exhibiting and advertising opportunities, program details, and registration forms (pre-registration required) are available at
[www.uncg.edu/gro](http://www.uncg.edu/gro) • 336-256-1020
Open House and Interactive Panel
Of Visionary Entrepreneurs

Wednesday, November 11, 2009

Meet the Founders of North Carolina’s Largest Direct Selling Companies

Eunice Dudley, Co-Founder and CFO, Dudley Products
Greg Provenzano, Co-Founder and President, ACN, Inc.
JR Ridinger, Founder, President and CEO, Market America

Panel Moderator: Dianne Welsh, Hayes Distinguished Chair in Entrepreneurship and Center Director

6:00-7:30 pm, Bryan School of Business and Economics, Bryan 160
7:30-9:00 pm, Open House and Reception, Bryan 416 and 418

RSVP to ncec@uncg.edu with your name, title, organization, email and phone. If you are a student, please provide your name, university, major, email, and phone.

Sponsored by:

[Logos of Direct Selling Education Foundation and Greensboro Partnership]
Letters of Support
November 29, 2011

U.S. Association for Small Business & Entrepreneurship
Belmont University
1900 Belmont Boulevard
Nashville, TN 37212

USASBE Awards Committee,

I write in support of The University of North Carolina at Greensboro to win the Best Emerging Program Award. We are deeply honored to be named one of the three finalists nationwide. Dr. Dianne Welsh is the architect of our university-wide program in entrepreneurship. Since she joined us in 2008, we have gone from a four course concentration in entrepreneurship to a cross-disciplinary major in entrepreneurship, minor in entrepreneurship for non-business majors, a revamped minor for business majors in entrepreneurship, as well as a cross disciplinary post-baccalaureate certificate.

In just three years, we have developed 30 cross-disciplinary entrepreneurship classes and another 8 that relate to entrepreneurship for a total of 38 courses in 20 departments. They have resulted in what we believe to be a curriculum to meet the needs of the 21st Century and beyond. These courses range from an SBIR grant writing class at the graduate level to a media and film entrepreneurship class at the undergraduate level. Currently, there are two additional courses in front of the university curriculum committee for consideration.

In addition, Dianne Welsh founded the North Carolina Entrepreneurship Center and served as the inaugural director for the first two years to launch the center and serve the external community. This fall, she launched the UNCG Entrepreneurship Cross-Disciplinary program to promote entrepreneurship across the university and serve our internal constituents. In the Fall of 2010, she proposed (with Dr. Larry Taube) a living learning community on entrepreneurship and sustainability that is housed in our new Jefferson Suites residential hall. The floor has an incubator idea lab to promote business formation by our students. We now have 54 students in the Entrepreneurship and Sustainability LLC. Additionally, in December of 2010 Dr. Welsh, in conjunction with Housing and Residential Life, formed an experiential retail store for students that will also act as a collaborative space for the entire campus in Spring Garden Apartments. The collaborative space opened in Fall 2010 and the retail store is planned to open in January 2012. We have a Consumer, Apparel, and Retail Studies class and an Entrepreneurship and Sustainability class doing projects through the store in the Spring semester and an additional class from the Hospitality Program being offered in the Fall. Faculty, students, staff, and alumni can sell their new hand-made consignment items in the store.

Please consider UNCG for this award in recognition of a truly cross-disciplinary program that was developed with limited outside funding or grants. I believe this program can be duplicated and serve as a model for the country.

Sincerely,

[Signature]
Linda P. Brady
Chancellor

[Signature]
David H. Perrin
Provost and Executive Vice Chancellor
November 28, 2011

U.S. Association for Small Business & Entrepreneurship
Belmont University
1900 Belmont Boulevard Nashville, TN 37212

USASBE Awards Committee,

I write in support of The University of North Carolina at Greensboro to win the Best Emerging Program Award. We have worked with faculty in the College of Arts & Sciences to create blended courses in particular disciplines with entrepreneurship. The University of North Carolina at Greensboro is better equipping our students with the skills to be self-employed and more self-reliant to be able to be successful upon graduation, no matter which direction they may choose. As a result, we now have courses in several departments, most of which have learning objectives in the particular chosen disciplines with entrepreneurship learning objectives to be blended for student learning to flourish.

In addition, the North Carolina Entrepreneurship Center primarily is focused on community outreach. Programs were available to faculty, staff, and students besides the community. This fall, seeing a need to have a coordinated academic entrepreneurship office to continue our academic momentum across campus in Entrepreneurship and to better coordinate efforts among faculty, Dr. Welsh was appointed director of the Entrepreneurship Cross-Disciplinary Program.

We have also secured a Coleman Entrepreneurship Faculty Fellows for the past two years that has allowed us to have our faculty obtain more training in Entrepreneurship and develop courses in Entrepreneurship in the College.

Sincerely,

Timothy D. Johnston
Dean, College of Arts & Sciences
November 30, 2011

U.S. Association for Small Business & Entrepreneurship
Belmont University
1900 Belmont Boulevard
Nashville, TN 37212

USASBE Awards Committee,

I am writing this letter of support for The University of North Carolina at Greensboro for the Best Emerging Entrepreneurship Program. I served as the Dean of the Bryan School of Business & Economics and took a leading role to ensure that there was Entrepreneurship at UNCG. I recruited and hired Dianne Welsh, Ph.D. as the Hayes Distinguished Professor of Entrepreneurship. She assessed the needs of our students, the community, and the Piedmont Triad Region of North Carolina, a region heavily based on the tobacco, textiles, and furniture industries in the past, and developed a cross-disciplinary major in entrepreneurship, a minor in entrepreneurship for non-business students, a revamped minor in entrepreneurship for business students, and a cross-disciplinary graduate certificate (on hold till 2012 due to recent budget cuts). These programs center on career growth and opportunities in the following seven profiles: Creative Industries, Family Business, Franchising, International Entrepreneurship, Social Entrepreneurship, and Science, Technology, and Innovation Entrepreneurship.

There are now 30 cross-disciplinary entrepreneurship courses and another 8 that relate to entrepreneurship for a total of 38 courses in 20 departments. They have resulted in what we believe to be a curriculum to meet the needs of the 21st Century and beyond. It is the largest cross-disciplinary program in the State of North Carolina and I suspect for a regional university of our size and stature in the country. These seven profiles are expandable to grow the program based on student needs and offer our students entrepreneurship skill sets with their chosen discipline. All courses have blended learning objectives in entrepreneurship and the specific disciplines so that they represent a snapshot of the real world our students will enter. These courses range from a gerontology, kinesiology, and entrepreneurship course to develop new products for the aging population to an entrepreneurial career course for budding musicians.

Please consider UNCG and Dianne Welsh for this award for developing a truly cross-disciplinary program that will assist our 40% first generation college students to be successfully self-employed or find careers that further our free enterprise system.

Sincerely,

James K. Weeks, Ph.D.
Dean Emeritus
Bryan School of Business and Economics
November 28, 2011

U.S. Association for Small Business & Entrepreneurship
Belmont University
1900 Belmont Boulevard Nashville, TN 37212

USASBE Awards Committee,

I write in support of The University of North Carolina at Greensboro to win the Best Emerging Program Award. We have worked with faculty in our college to create blended courses in particular disciplines with entrepreneurship. The school secured a Coleman Entrepreneurship Faculty Fellows grant in 2010 and 2011 and Professor David Holley from Music was named a Coleman Fellow last year and was awarded a continuous grant this year for $1,000 to further promote music entrepreneurship. Dr. Holley directs our Opera Program and he developed MUS/ENT 661 Entrepreneurial Careers in Music that nine graduate students are enrolled in this semester. This class gives our graduates an advantage upon graduation by being more entrepreneurial with their music specialties. We are also launching a new undergraduate course, MUP/ENT 402 Entrepreneurship in Music for Music Performance majors this fall. We also are involved with the Southern Entrepreneurship in the Arts Conference that is held each spring. Several of our faculty have participated. Duane Cyrus, Associate Professor of Dance, served as the co-chair of the conference the first two years. This conference is open to our students and emerging artists in the South. Artists have come from as far away as Kentucky and Florida for the program.

Sincerely,

John J. Deal, Ph.D.
Dean
School of Music, Theatre and Dance
November 29, 2011

U.S. Association for Small Business & Entrepreneurship
Belmont University
1900 Belmont Boulevard Nashville, TN 37212

USASBE Awards Committee,

I am writing this letter in support of The University of North Carolina at Greensboro (UNCG) to win the Best Emerging Program Award. At UNCG we work with faculty in our schools and colleges to create blended-learning courses in particular disciplines with entrepreneurship. As a result, we have 38 courses with entrepreneurship learning objectives in 20 departments. In these courses our students are equipped with skills that enable them to be self-employed, to be more self-reliant, and to recognize and be attentive to the unique entrepreneurial niches that may emerge enabling them to be successful upon graduation, no matter which direction they may choose.

In addition, the North Carolina Entrepreneurship Center, launched in the fall of 2009 by Dr. Dianne Welsh, is primarily focused on community outreach with programs available to faculty, staff, students and the community. This fall, seeing a need to have a coordinated academic entrepreneurship office to continue our academic momentum across campus and to better coordinate efforts among faculty, Dr. Welsh was appointed director of the Entrepreneurship Cross-Disciplinary Program.

We have also secured a Coleman Entrepreneurship Faculty Fellows for the past two years that has allowed us to have our faculty obtain more training in Entrepreneurship and develop courses in Entrepreneurship in our respective schools and colleges. We offer a Kinesiology, Gerontology, and Entrepreneurship graduate course and a graduate course in Public Health and Entrepreneurship where students are mentored by faculty with a successful Small Business Innovation Research (SBIR) grant track record. Students are given the opportunity to write a SBIR grant for submission to Grants.gov.

Sincerely,

Celia R. Hooper, Ph.D.
School of Health and Human Sciences