THE
UNIVERSITY
OF RHODE ISLAND
FACULTY SENATE OFFICE

Green Hall, 35 Campus Avenue, Kingston, RI 02881 USA p: 401.874.2616

THINK BIG ● WE DO⁻

Serial Number #17-18-38E

TO: President David Dooley

FROM: Mark Conley, Chairperson of the Faculty Senate

1. The attached BILL titled, the Five Hundred and Forty-eighth Report of the Curricular Affairs Committee: Creation of an Innovation and Entrepreneurship major in the Bachelor of Science in Business Administration degree program, is forwarded for your consideration.

2. This BILL was adopted by vote of the Faculty Senate on <u>April 19, 2018.</u>

3. After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.

4. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective May 10, 2018 three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum.

_____
Mark Conley
Chairperson of the Faculty Senate

April 19, 2018

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

a. Approved ____.

b. Approved subject to Notice of the Council on Postsecondary Education ✓.

c. Disapproved ____.

_____
Signature of the President

4·28·18
_____
(date)

UNIVERSITY OF RHODE ISLAND FACULTY SENATE
April 19, 2018

Faculty Senate Curricular Affairs Committee
Five Hundred and Forty-eighth Report

At the March 26, 2018 meeting of the Curricular Affairs Committee and by electronic communication, the following matters were considered and are now presented to the Faculty Senate.

SECTION II
Curricular Matters Which Require Confirmation by the
Faculty Senate

PROGRAM PROPOSALS

COLLEGE OF BUSINESS:

Creation of an Innovation and Entrepreneurship major in the Bachelor of Science in Business Administration Degree program: (see Appendix F)
The mission of the Innovation and Entrepreneurship major is to educate and train students in the origination of business ideas, and the development and growth of new and existing ventures. The program explores the entrepreneurial personality, the creation of ideas and the process of bringing the idea to market, issues of venture valuation, investing and financing as well as issues connected with how to grow ventures.
This major will provide the Rhode Island community, as well as our national and international populations, an educational opportunity to develop a broad and deep skillset in innovation, entrepreneurship and connected topics relevant to start ups and existing ventures. The proposed major satisfies strategic themes of the URI Academic Strategic Plan, 2016-2021, including providing the opportunity to engage in creative tasks, expand research opportunities, and develop a foundation for student success beyond their academic pursuits. This major will also provide the opportunity for URI to establish its niche and be competitive in attracting a robust community of students, alumni and scholars. The major satisfies perceived student interest, for developing their own ventures or joining and growing an innovative venture will contribute skill sets that prepare our graduates to "take a job" or "make a job".

Students will learn, apply classic and deeply immerse in classic and cutting edge business theories and practices in:
  • Innovation - novel and creative ways to create value through new products or services, new business models or new processes,
  • Entrepreneurship (new business ideation and creation, including intrapreneurship and social ventures),
  • New venture growth (including social ventures).

Courses and activities will emphasize the application of entrepreneurship, innovation, and management concepts to ventures with an emphasis on experiential and project-based learning1 in the classroom and in the business community internal and external to URI.

The learning goals of this program are for students completing this program to be able to:
  1. Demonstrate an understanding of the role of innovation and entrepreneurship in creating wealth and social value.

2. Identify, analyze, evaluate and execute viable entrepreneurial opportunities.
3. Demonstrate an ability to work collaboratively in entrepreneurial contexts.
4. Critically evaluate and apply innovation and small business development strategies in new and existing ventures.

The major consists of eight existing courses, and is described in detail in section E of this proposal. It will not require additional faculty or courses. It is anticipated that over time, the College of Business Administration and other colleges and disciplines will develop additional courses as we foster interest in innovation and entrepreneurship courses. We already have engaged in conversations with faculty in CELS who are pursuing entrepreneurial courses appropriate for CELS majors (e.g., SAF 401X: Entrepreneurship in Local Economy and Food Systems).

A Proposal for: **BS Business Administration –Innovation and Entrepreneurship**
Date: November 20, 2017

A.   PROGRAM INFORMATION
    A1.   Name of institution   University of Rhode Island

    A2.   Name of department, division, school or college
       Department: Management
       College: Business Administration

    A3.   Title of proposed program and Classification of Instructional Programs (CIP) code

    Program title: BS Business Administration - Innovation and Entrepreneurship

      Classification code (CIP) 52.0701

    A4.   Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
       Initiation date: Fall 2018 or when fully approved
       First degree date: Spring 2020

    A5.   Intended location of the program: Main campus (Kingston)

    A6.   Description of institutional review and approval process

	Approval Date
Department	11/22/2017
College	
CAC/Graduate Council	
Faculty Senate	
President of the University	

    A7.   Summary description of proposed program (not to exceed 2 pages)
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research opportunities, and develop a foundation for student success beyond their academic pursuits. This major will also provide the opportunity for URI to establish its niche and be competitive in attracting a robust community of students, alumni and scholars. The major satisfies perceived student interest, for developing their own ventures or joining and growing an innovative venture will contribute skill sets that prepare our graduates to "take a job" or "make a job".

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A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review
Name: Nancy Forster-Holt
Title: Spachman Assistant Professor, College of Business Administration
Phone: 401.874.4681

Email: forsterholt@uri.edu

A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

None are necessary for this program.

B. RATIONALE: There should be a demonstrable need for the program.

B1. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

We are training students to either Take a Job, or Make a Job. This program will provide the Rhode Island community, as well as our national and international populations, with an opportunity to develop a broad and deep skillset in innovation, entrepreneurship and intrapreneurship. This program satisfies strategic themes of the Academic Strategic Plan, 2016-2021, including providing the opportunity to engage in creative tasks, expanding research opportunities, and developing a foundation for student success beyond their academic pursuits. This program would provide an additional opportunity for URI to establish its niche and be competitive in attracting and retaining a robust community of students, alumni and scholars. The program should satisfy perceived student interest, make our graduates able to take a job or make a job, as well as provide an opportunity that many students consider, but find at schools elsewhere.

We have found both internal and external needs and drivers for the development of this program:
Internal drivers for this program: it provides a coherent structure for existing URI courses and defines a major without adding any more courses. As previously mentioned, this proposal fills a gap at URI for programming in entrepreneurship and innovation that serves the CBA as well as other colleges across the campus. The courses and sequencing have been carefully developed so as minimize barriers to entry and completion, and to work within existing curricula. This proposal fills a gap at URI for a major in entrepreneurship and innovation. We have received letters of support within URI from representatives of the College of Engineering and the College of Environment and Life Sciences.

Rationale: There is a wealth of evidence demonstrating the need for this major including:
1. People do not need an entrepreneurship major to start a business but one of the major causes of business failures is that the entrepreneur has the technical skills but lacks the business and or entrepreneurial skills that are essential for business success. Many people start a company because they are good at one thing but cannot manage or grow it. The student may be the one to start a company, or else they may be brought on to a startup or early stage team. They will need tools to evaluate such an opportunity including business planning.

2. Employers tell us, for example through advisory board meetings, Risica lecures, and career day participation, that they seek students who can critically evaluate business opportunities. Comments like these were integrated into the curriculum design of the major for Innovation and Entrepreneurship. Entrepreneurship is a process and a journey, not a one-time event. It is rare to hit a homerun right out of school, or with a first idea, but students have to do the foundational work now, so they are ready for -- and can recognize--opportunities. Along with new venture creation,

the entrepreneurship curriculum will help students develop tools and networks to be an entrepreneur, work for a start up, or join companies which require continuous innovation.

3. A student will likely take a job before they ever make a job. Our surveys of students show consistently that a significant percent want to work for an innovative employer. With courses in entrepreneurship and small business management, they are not just more employable to smaller companies – all sizes of companies are seeing the benefits of innovation and shaking up the traditional product cycle. If students take a job with this training, they will shorten the learning curve of employment by a smaller company or be in the position to advise a smaller company. This training will provide a distinction on their resume in terms of what they can offer to employers thus adding another layer of employability.

4. Roughly 99 percent of all businesses in the U.S. stay small or are startups that intend to grow. Commerce Rhode Island estimates that 96% of all business in Rhode Island fit this description. Rhode Island small business employed almost 55 percent of the workforce in 2015. The Small Business Administration provides an annual profile of small business activity by state. We provide the link to the profile for Rhode Island here:
    https://www.sba.gov/sites/default/files/advocacy/Rhode_Island.pdf

    There are many state initiatives that are timely and specific to our proposal. These initiatives include a 2017 study[2], which recognized the importance of entrepreneurship to the RI economy and the passage of a bond initiative in 2016 to develop an innovation campus centered on the strengths of URI.

5. Small businesses are not simply little big businesses. Many business theories were developed around larger companies, and do not apply well to smaller companies. Also, many issues faced by smaller companies are vastly different than larger companies. Education in those differences can help to make a student a more attractive candidate to employers, and be well prepared to start, manage and grow a venture.

B2. What is the economic need and workforce data related to the program?

    a. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.

In a quote from a 2012 Bureau of Labor Standards report *Employment Growth from Public Support of Innovation in Small Firms*, authors Albert N. Link and John T. Scott explain that the emphasis on employment growth was motivated "not only by the academic literature, but also by the current policy emphasis on job growth, especially as it relates to public support of innovation in small firms." Aside from the fact that most businesses are, by definition, "small," the authors cite research that references job creation numbers: on

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[2] Providence Business News, February 14, 2017, "Rhode Island Foundation Lays Roadmap for Small-Business Success with Study", http://pbn.com/RI-Foundation-lays-roadmap-for-small-business-success-with-study,120432?
http://pbn.com/Innovation-Campus-plans-starting,120570

average, about 60 percent of all jobs in the United States are generated by firms with 20 or fewer employees, and independent, small entrepreneurs account for a big piece of that.

Reports from the US Small Business Administration Office of Advocacy support this, and point to a future for a majority of our students in smaller companies: 99.7 percent of all firms are small businesses, small businesses produce 13 times more patents than large businesses, 97.3 percent of all exporters and 30 percent of all exports come from the small business sector.

Finally, there is an educational opportunity for non-business students. This degree program will provide a foundation for students in all URI disciplines – it is a misconception that business students are most likely to start new companies. Many non-business majors are interested, -- perhaps even more so than business majors -- on originating, joining, and growing new ventures. They will be better prepared to do so with the tools and basic knowledge that this degree will provide.

    B2. What is the economic need and workforce data related to the program?

    ---AND--

    B3. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.

This answer is meant to satisfy both B2 and B3: Recent research (11/2/2017) from the BLS Business Employment Dynamics program indicates that over half of the firms that experienced *high growth* from 2009 to 2012 had less than 10 employees in 2009. Often an advertised job title does not contain the words entrepreneurship or innovation, but the description does. A search of the job posting aggregator LinkedIn shows job openings that contain the following terms: innovation (344,073), Innovative (422,154), entrepreneurial (109,538), while advertised job titles were: accounting (23,049), mechanical engineer (6,850), Marketing specialist (14436), logistics (119,259). This reflects what we on the URI campus hear from employers: that skills that reflect innovation, entrepreneurship and small firm management and growth are in demand.

C.   INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

    C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.
This initiative directly answers the call to action contained in the URI Academic Strategic Plan. Not only does the major align with the university's strategic plan for building a campus-wide environment of innovation and entrepreneurship, but it is an important piece of the university and the state initiative for a multi-million dollar project on innovation. The entrepreneurship program is essential to the success of this important statewide project.

Specific goals that this major will address are as follows:

Goal 1 (Enhance Student Success) Strategy 2: Expand opportunities for experiential learning.
- The major will offer many opportunities for experiential learning in the classes including:

- Consulting assignments solving problems solicited from the Rhode Island business community.
- Business pitch competitions
- Job shadowing
- Participation in business plan competitions
- Interaction with SPARC partners and clients
- Flagship events such as the Hackathon, Aging Forum

Goal 2 (Expand Research, Scholarship, and Creative Work) Strategy 3: The major targets research initiatives that impact economic and workforce development by building recognition for creative work that interconnects with economic and workforce development. This will be accomplished by student-based research involving new business/product innovations that are a part of courses in this major.

Goal 2 Strategy 4: Involving undergraduate students in rich and varied research, creative projects and other opportunities. Students in the major take a creativity class specifically designed for the entrepreneurship curriculum. This will be reinforced through projects among the courses in the major which call upon their creativity in identifying problems that exist and products/businesses that provide solutions to these problems.

Finally, this initiative is a direct outcome of the College of Business' College-wide planning meetings in August 2016 and 2017, and a Dean's task force in 2017 on enhancing opportunities for student entrepreneurship, specifically developing an entrepreneurship 'track' (i.e., major).

The major builds on current efforts by CBA in communication with its advisory committee to strengthen the College's capabilities to offer training in innovation and entrepreneurship. These efforts included hiring of faculty in the fall of 2016 with the responsibility of designing, proposing and teaching new courses. Our entrepreneurship faculty regularly met and discussed this degree with local entrepreneurs and alumni participants in the greater Rhode Island network of entrepreneurs and innovators. Their feedback has been tremendously valuable. In addition, CBA is currently working on establishing a formal entrepreneurship/innovation advisory board.

D. **INTER-INSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Council on Postsecondary Education pertaining to the coordination and collaboration between public institutions of higher education.**

D1. **Estimate the projected impact of this program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication.**

There are no similar programs being offered by any other state sponsored school in Rhode Island. We have reviewed the curriculum and programs at Rhode Island College and have not found any duplication. Statewide, URI's CBA was included in two work groups, one that was convened in December 2016, by RI Commerce, where several top schools in Rhode Island shared the details of any programs that aim to train students in entrepreneurship. In sharing our plans with this group, it was clear that there were not concerns about mission,

scope or duplication. The Social Enterprise Greenhouse convened another work group throughout the 2016-17 academic year in Providence, for purposes of sharing and supporting, and again, we found no overlap or conflict.

> **D2. Using the format prescribed by the Council on Postsecondary Education, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also submit either a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable (see _Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs_).**

Courses would transfer according to the standards of the accepting school and degree program, ie, courses need to meet the standards of our accreditor and so the quality, rigor, and assurances of learning provide a strong case for transfer to another school or program.

> **D3. Describe any cooperative arrangements or affiliations with other institutions in establishing this program. (Signed copies of any agreements pertaining to use of faculty, library, equipment and facilities should be attached.)**

> N/A

> **D4. How does this program align to academic programs at other institutions?**

We included review of US News' top 25 ranked undergraduate majors in entrepreneurship and innovation in the U.S. as we developed this degree proposal. As a result of this review and in discussions during development of this major proposal, we feel that it at a minimum meets the standards set by examples of best practices at high achieving academic programs at other institutions.

> **D5. Are recipients of this credential accepted into programs at the next degree level without issue?**

Yes, just as any undergraduate with a URI bachelor's degree would be, and subject to fulfilling the requirements of acceptance into the next degree level.

> **D6. How does this program of study interface with degree programs at the level below them?**

We are interpreting this question to mean community college level. The interface would be a function of articulation agreements and advising. As such it would be a strong offering to a student who has earned a 2-year degree and seeks to continue for a 4-year degree at URI.

> **D7. If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)**
> **N/A**

> **D8. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**

> No.

E.   PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.

   E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:

   a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog.

Part A: Required courses:
- BUS 149: Introduction to Entrepreneurship and Innovation
- BUS 247: Business of innovation: Design process
- BUS 249: Business of Innovation: Lean startup
- BUS 367: Marketing research
- BUS 449: Entrepreneurship --or -- BUS 450: Small Business Management

Part B. Take three of the following (pre-requisites must be met):
- BUS 443: Organizational Design/Change
- BUS 467: Customer Analytics
- EGR 325 Engineering Entrepreneurship I
- EGR 326 Engineering Entrepreneurship II
  - *(both EGR courses are offered to non-engineering students, and do not overlap with the BUS courses).*
- BUS 348: Business of innovation: social design
- BUS 349: Special Topics in Entrepreneurship and innovation (take up to two times)
- BUS 304G: Social Entrepreneurship and Innovation

   b. Are there specializations and/or tracks/options/sub-plans/concentrations? If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.

See above

   c. Course distribution requirements, if any, within program.

See the proposed curriculum sheet, which is included in the proposal paperwork.

   d. Total number of free electives available after specialization requirements are satisfied.

See proposed curriculum sheet, which is included in the proposal paperwork.

   e. Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.

A minimum of 120 credits with an overall GPA of 2.0. Also a GPA of 2.0 (includes all attempts) is mandatory for the eight courses required by the major. Half of the credits for the major (4 courses) must be completed at URI. All the courses for the major must be taken at an AACSB accredited business school, at the URI college of engineering (EGR 325 and 326) or through an approved study abroad program.

f. **Identify any courses that will be delivered or received by way of distance learning (refer to *Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations*).**

It is possible that some of these courses could be delivered by way of distance learning. BUS 149 is a candidate for this, and could be discussed in the near future.

g. **Is the program content guided by program-specific accreditation standards or other outside guidance?**

Not according to specific standards, but the development major has been influenced by best practices in leading undergraduate entrepreneurship (top 25 by US World Report rankings) and innovation programs.

E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.

None.

E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.

The learning goals of this program are for students completing this program to be able to:

1. Demonstrate an understanding of the role of innovation and entrepreneurship in creating wealth and social value.
2. Identify, analyze, evaluate and execute viable entrepreneurial opportunities
3. Demonstrate an ability to work collaboratively in entrepreneurial contexts.
4. Critically evaluate and apply innovation and small business development strategies in new and existing ventures.

E4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

Refer to document titled, "New Program proposal Student Learning Outcomes Assessment Plan"

E5. Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the Office of Student Learning, Outcomes Assessment, and Accreditation (SLOAA) to prepare a Learning Outcomes Assessment Plan for student learning assessment. Following consultation, submit a final draft of the plan to the Chair of the Learning Outcomes Oversight Committee (LOOC) for approval by the full Learning Outcomes Oversight Committee.

This has been completed and submitted in this proposal process.

F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.

F1. What are the number of each needed?
We will be using existing faculty. In the Fall 2016, the College of Business made two full time new hires and also has another faculty under a lecturing contract. As the program grows, we will offer the courses for the major during summer and J-term in order to accommodate the timely completion of the program by students.

F2. Are these new positions or reassignments?

No, these are existing faculty, as of Fall 2016.

F3. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?
According to our accrediting body, the AACSB, there are several levels that would satisfy this requirement. These level range from terminal degree and a research faculty, to an actively practicing professional who has earned a masters degree.

G. STUDENTS:

G1. How are students selected for the program? Students will self-select into this degree offering.

G2. Are there admission requirements?
To participate in this CBA major the student must have taken BUS 110 or CSC 101, have earned an overall 2.5 GPA, and have a GPA of 2.7 in the BUS core courses of BUS 111, 201, 210, and ECN 201, and declare the major upon earning 75 credits. For other details please refer to attached proposal of the curriculum sheet. Also, BUS 445 prerequisites are: BUS 202, 320 or 320H, 341 or 341H, 355, 365 or 365H, and 315 or 345.

G3. What is the primary source of students?
The College of Business, College of Engineering, and College of Life Sciences have expressed early interest in sending students to the Innovation and Entrepreneurship major. Surveys of students have revealed a strong interest in coursework in innovation and entrepreneurship. We would also require participation in this major by students who are accepted into the Innovation Living Learning Community (this LLC concept is currently being studied).

a. New students or drawn from other programs?
Students enrolling in this major will already be students attending or matriculating to URI.

b. Industry sponsored students/ employees? Describe. None.

G4. What is the estimated number of students in the program?
We anticipate that we will start with 15-20, and add 15-20 per year. Although there are many students who are taking our Innovation classes that started in SP 2017, we conservatively estimate the number who will actually opt in to the major. However, based on the discussion in Section B, we anticipate year on year growth in this

program. As the numbers in the program grow we will increase the sizes of sections of the required courses rather than add additional sections thereby avoiding the need for additional resources the first 5 years. We also anticipate additional courses across campus that will become available to increase the options available for students to complete the Part B requirements of the major. This also allows growth in the program without necessitating requests for additional resources.

G5. What is the estimated number of annual graduates? 20 per year.

H. EVALUATION:

H1. How will the program be evaluated?

a. Performance measures to evaluate the program.
Metrics we will track include the number of students who have joined, their school year and credit hours, number of interdisciplinary registrations, number of students completing the major.

b. Will the program be accredited? If so, when? How?

The program falls under the College of Business Administration accrediting body, the AACSB.

I. WHAT SPECIAL EQUIPMENT OR RESOURCES ARE NEEDED?

I1. Special instructional resources and services needed? (Clinical space, internships, proctors).

NONE

I2. Facilities and capital equipment?

The instructors for some of the innovation classes will follow the protocol for training on and requesting access to the Active Learning Classrooms and the Library's Maker space.

J. IS THE PROGRAM FINANCIALLY VIABLE?

J1. If no new funding is required and the new program can be administered entirely with existing funds, include a five-year plan demonstrating that existing funds are sufficient for carrying out the program. Proposers shall request a "Statement of No Financial Impact" from the URI Budget and Financial Planning Office.

If new funding for faculty, staff, equipment or facilities *is* required, complete the budget form (select *Academic Program Change Forms*) (see also *Budget Form Instructions*) and submit the entire proposal with budget form to the URI Budget and Financial Planning Office.

We will include in the submission material the letter from the URI Budget Office concurring with our statement that there will be no financial impact as a result of this major.

THE UNIVERSITY OF RHODE ISLAND

GRADUATE SCHOOL OF OCEANOGRAPHY

THINK BIG WE DO™

Narragansett Bay Campus, 215 South Ferry Road, Narragansett, RI 02882 USA   p: 401.874.6222   www.gso.uri.edu

MEMORANDUM

19 December 2017

To: Nancy Forster-Holt, College of Business Administration

From: Brian Heikes, LOOC Chair   *BH*

Re New Program Assessment Plan Review and Approval

This memo and the attached SLOAA-LOOC review constitute approval of your New Program Assessment Plan for the Undergraduate degree in Innovation and Entrepreneurship. Good luck and speed with your full proposal.

Cc: E. Finan

New Program Proposal Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

THE
UNIVERSITY
OF RHODE ISLAND

Each new program that is being proposed must have clearly articulated program learning goals (Section B1 of the new program proposal) and student learning outcome statements linked to curriculum and course experiences/requirements (Section E3/E4a of the new program proposal). The Plan also requires each program to create an assessment timeline (Section E4b of the new program proposal) indicating a commitment to assess outcomes during the two-year assessment cycle (noting when and how learning outcomes assessment is planned).

Program Information:

Program:	Undergraduate Business Administration major in Innovation and Entrepreneurship
Academic year proposal submitted:	2017-18
Degree(s):	BS
Department Chair:	Dr. Doug Hales
Program Director:	Dr. Elizabeth Cooper
Accredited Program:	☐No ☒**Yes, next accreditation report due: 2018**

Proposal prepared by: Dr. Nancy Forster-Holt, Assistant Professor, College of Business

Program Goals: Goals should relate to the mission of the department, college, and university in which the program resides. These broad, general statements encompass what it means to be an effective program. Goals are evaluated by measuring specific student learning outcome statements related to the individual goal: what the program expects students to know and be able to do upon completion of the program.

#1	Students will demonstrate an understanding of the role of entrepreneurship in creating wealth and social value.
#2	Students will identify, analyze and evaluate viable entrepreneurial opportunities and strategies.
#3	Students will demonstrate an ability to work collaboratively in entrepreneurial contexts.
#4	Students will critically evaluate and apply innovation and small business development strategies in new and existing ventures.

(Add lines as necessary.)

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

1

New Program Proposal
Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

Curriculum Mapping:
  (Section E3/E4a of the proposal)

Success in achieving goals is evaluated directly or indirectly by measuring specific learning outcomes related to the goal. Across the top of the matrix, list courses and other requirements for the program, ordered from left to right in the usual chronological sequence. Down the side of the matrix, list programmatic student learning outcomes associated with goals. Using the **Map Key** below, indicate the degree to which an outcome will be taught and/or assessed in relevant courses.

Program:

MAP KEY I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized	**Course Numbers/Program Requirements:** In addition to specific course requirements, please include other requirements that may not be associated with a course number such as internships, service learning, portfolios, and thesis/dissertation proposals or defenses, and comprehensive exams for graduate programs. <----------REQUIRED--------------->| --------*ELECTIVES*---------- |													

Student Learning Outcomes (Competencies) by Goal[1]: Statements of observable, measurable results of the educational experience that specify what a student is expected to know or be able to do throughout a program. Outcomes are linked to overarching broader program goals and must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.		BUS149 **	BUS247 **	BUS249 **	BUS367	BUS443	BUS449 or BUS450	EGR325 **	EGR326	BUS348	BUS349	BUS304G				
Goal #1	1.1 Identify innovation and entrepreneurship in the contexts of startups, corporations, social endeavors in order to critically evaluate real world examples.	I/R	I	I	R		R/E	I	R	R	R/E	I/R				
Goal #2	2.1 Identify and apply business tools and theories of innovation	I		E			R/E	R		R	E					
	2.2 Identify and apply the design process to solve an issue in an existing organization		I/R		R/E	R				E	E					
	2.3 Apply problem identification, problem solving and decision making skills to evaluate problem/solution fit	I		R		R	E	R	E	R	E	E				
Goal #3	3.1 Teams will identify and analyze the idea-to-business pathway	I	I	I/	R	E	E		E	E						

---

[1] Goals were defined in Section B1 of the proposal, and can be referenced by number on pg. 2; **=course has no/few pre-requisites hence outcome is introduced in multiple courses

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

2

	Outcome														
	3.2 Teams will apply tools and theories of innovation to new or existing business project	I	R R			E		R/ E	R						
Goal #4	4.1 Integrate and apply principles of market viability of an idea in order to complete the semester project	I		R	E	E	E		R	R	E	E			
	4.2 Integrate and apply strategies for problem/solution fit and solution/market fit, in order to complete a course specific semester project for either an existing business or a new idea.		I	E	E			I	R/ E	E	R	E			
	4.3 Demonstrate knowledge of small firm strategies in order to execute and complete a business advisory project.	I					E	R	E	R	R	E			
	4.4 Develop, write and present a business plan	I					E								

Please note: course numbers in Bold indicate 6 required courses. Course numbers in italics indicate the list where student has a choice of two.

(I) INTRODUCED - Learning activities focus on basic knowledge, skills, and/or competencies aligned with the particular student learning outcome. It may be that only one (or a few) aspect(s) of a program outcome is addressed in the given course.

(R) REINFORCED - Students are expected to possess a basic to strong level of knowledge and familiarity in demonstrating the program outcome. Instruction and learning activities concentrate on enhancing and strengthening the knowledge and skills. Several aspects of the outcome are addressed in the given course and activities may continue to build upon previous competencies with increased complexity.

(E) EMPHASIZED - Students are expected to possess an advanced level of knowledge, skill, or competency aligned with the particular outcome. Instructional and learning activities focus on the use of the skills tied to the outcome in multiple contexts and at multiple levels of complexity, to support students' mastery of the outcome.

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

3

New Program Proposal
Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

[PLEASE NOTE: PAGE INTENTIONALLY LEFT BLANK.
AT THIS TIME, THIS PAGE IS NOT REQUIRED FOR PROGRAMS THAT ARE PART OF AN ACCREDITED CURRICULUM.
ACCREDITED PROGRAMS AT URI REPORT EVERY TWO YEARS USING THE NEASC E1B FORM WHICH ASKS FOR SPECIFIC
INFORMATION AND METRICS.]

Assessment Timeline: Indicates when and how student learning will be assessed based on learning outcome statements and expectations. Refer to the curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning

(Section E4b of the proposal)   outcomes. Note: Specify a 6-year plan for assessment to represent **3 two-year reporting periods**:

Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.
Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).
All goal areas should be assessed by at least one outcome during the 6-year plan.

Academic Reporting Year(s)	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	WHICH outcome(s) will you examine in each period? (Use number(s) from curriculum map, e.g. 1.1)	**WHERE** will you look for evidence of student learning (i.e., what course(s)/program requirements)? (Designate for each outcome noted.)	**WHAT** student work or other evidence will you examine in order to generate conclusions and recommendations? (Designate for each requirement noted.)	**HOW** will you look at the evidence; what means will you use to quantify the evidence? (Designate for each source of evidence noted.)
Assessment Reporting Period 1[1]: Report due May 20_ _				
Assessment Reporting Period 2: Report due May 20_ _				

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

5

THE
UNIVERSITY
OF RHODE ISLAND

New Program Proposal
Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

Assessment Reporting Period 3: Report due May 20_ _			

[1] Initial reporting year will depend on timeframe for program implementation and student cohort size.

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

6

NEW PROGRAM ASSESSMENT PLAN REVIEW

Academic Program/Degree: Undergraduate degree in Innovation and Entrepreneurship*
College: College of Business
Date New Program Assessment Plan Submitted for review: November 30, 2017
Faculty Member(s) Submitting Plan Proposal: Nancy Forster-Holt (program Chair: Doug Hales; program Director: Elizabeth Cooper)

*Accredited program

F**E****E****D****B****A****C****K**	**Strengths:**
	SLOAA comments: • The Innovation and Entrepreneurship program is guided by four overarching program goals with nine student learning outcomes which describe what graduates will know and be able to do upon completion of the program. • The curriculum is intentional in its developmental sequencing of courses and defined electives to scaffold learning experiences for students. • The curriculum map presents course requirements and electives in a clear path providing a cohesive learning experience for majors. **LOOC comments:** Agree with SLOAA.
	Suggestions for improvement:
	SLOAA comments: • None **LOOC comments:** Two of the suggested elective courses were not found in the URI course catalog. The courses are new and either just approved or in the review process. Suggest very brief descriptions with titles be included, when the proposal is submitted to CAC. The proposers may want to include "innovation" in goal one such as "…role of innovation and entrepreneurship".
	Issue(s) of note:
	SLOAA: Program consulted with SLOAA on numerous occasions to discuss the Plan and assessment expectations. Note: Assessment reporting for undergraduate programs in the College of Business (COB) is subsumed within an overall program report using the accredited reporting template. Program assessment is not provided for individual COB programs. **LOOC comments:** None
	Assessment Plan Designation:

1 ⊠	2 ☐	3 ☐
The Assessment Plan is ready for implementation	The Assessment Plan can be implemented after minor revisions, as indicated, and does not require further review	The Assessment Plan requires revisions, and should be submitted for further review after revisions, by date: _____

Program Information	Reviewer Ratings & Comments				
Information box complete	⊠ Yes ☐ Incomplete	*Suggestions:*			
Criteria	*Efficacy of Plan Description & Content*				*Suggestions for improvement*
	Less Developed	**Developing**	**Well Developed**	**Not addressed**	

	Criteria	Less Developed	Developing	Well Developed	Not addressed	Suggestions for improvement
PART I	**1. Program goals**					
	a. Broad statements of program learning goals	☐	☐	⊠	☐	
	b. Limited in number (ideally 2-5)	☐	☐	⊠	☐	
PART II	**2. Learning outcomes/competencies**					
	a. Linked to goals (numbered 1.1 etc.)	☐	☐	⊠	☐	
	b. Each goal is represented by at least one outcome	☐	☐	⊠	☐	
	c. Statements are observable/measurable	☐	☐	⊠	☐	
	d. Directed at what students will know or be able to do	☐	☐	⊠	☐	
	e. Reasonable number (ideally 1-3 per goal)	☐	☐	⊠	☐	
	3. Curriculum Map					
	a. Program requirements are listed, developmentally when possible	☐	☐	⊠	☐	
	b. Outcomes are linked to appropriate requirements	☐	☐	⊠	☐	

Criteria	Efficacy of Plan Description & Content				Suggestions for improvement
	Less Developed	Developing	Well Developed	Not addressed	
4. Assessment Timeline (3-year plan)					LOOC - Accredited program.
a. Assessment Reporting Period 1 is thoroughly presented	☐	☐	☒	☐	
b. Assessment Reporting Periods 2 and 3 are presented	☐	☐	☒	☐	
c. All goals are represented by at least one outcome somewhere in the 3 reporting periods	☐	☐	☒	☐	
d. Requirements are clearly stated and connected to outcomes (from Curriculum Map)	☐	☐	☒	☐	
e. Evidence is stated for each designated outcome	☐	☐	☒	☐	
f. Selection of evidence takes advantage of existing indicators	☐	☐	☒	☐	
g. Evidence is stated in enough detail to guide assessment activities	☐	☐	☒	☐	
h. Evidence is feasible for collection within the timeline	☐	☐	☒	☐	
i. Methods for quantifying evidence are stated for each designated outcome	☐	☐	☒	☐	
j. Methods are appropriate for evidence	☐	☐	☒	☐	

Reviewer Ratings & Comments

PART III

BUDGET AND FINANCIAL PLANNING
Adams House, 85 Upper College Road, Kingston, RI 02881 USA   p: 401.874.2509   f: 401.874.5824   uri.edu/budget

DATE: February 13, 2018

TO: Nancy F. Neff
            Coordinator, Faculty Senate

FROM: Linda Barrett
            Director, Budget and Financial Planning

SUBJECT: Proposal for a Major in Innovation Management and Entrepreneurship

As requested in an email from Douglas Hales, Associate Dean in the College of Business Administration, dated February 2, 2018, the Budget and Financial Planning Office has reviewed the submitted documents related to the proposal for a Major in Innovation Management and Entrepreneurship.

According to the proposal, the Major in Innovation Management and Entrepreneurship will be offered through the College of Business Administration, and will provide URI students with the skills and knowledge in the origination of business ideas and the development of growth of new and existing ventures. Mr. Hales referenced in the submission that the rationale is to explore the entrepreneurial personality, the creation of ideas and the process of bringing the idea to market, issues of venture valuation, investing and financing, issues connected with how to grow ventures that define the Major, as well as with filling a gap for programming in entrepreneurship and innovation that serves the CBA along with other Majors across the campus.

The Budget and Financial Planning Office, including communication with Enrollment Services, concurs that the request for a Major in Innovation Management and Entrepreneurship is not anticipated to have an impact on the Fund 100 unrestricted budget as it has been presented and that no new revenues are projected since the major is for students that are currently enrolled at URI.

Please let us know if you require any further information.

cc: Donald DeHayes   Dean Libutti
       Laura Beauvais   Matthew Bodah
       Maling Ebrahimpour   Douglas Hales
       Cheryl Hinkson   Colleen Robillard
       Joanne Lawrence   John Humphrey

Office/BudgetImpactStatements/innovationmanagementandentrepreneurshipmajor/BudgetImpactStatementLetter.draft

ACADEMIC PROGRAM BUDGET FORM-Innovation, Intrapreneurship and Entrepreneurship

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 1 of 3**

Choose one: □ Full-time　　□ Part-time　　X Combination of full- and part-time

REVENUE ESTIMATES

	Year 1 2018		Year 2 2019		Year 3 2020		Year 4 2021	
Tuition: In-State	$12,002		$12,488		$12,488		$12,488	
Tuition: Out-State	$28,972		$29,402		$29,402		$29,402	
Tuition: Regional	$21,004		$21,854		$21,854		$21,854	
Mandatory fees per student	$1,790		$1,908		$1,908		$1,908	
FTE # of New Students: In-State	0		0		0		0	
FTE # of New Students: Out-State	0		0		0		0	
# of In-State FTE students transferring in from the institution's existing programs	0		0		0		0	
# of Out-State FTE students transferring in from the institution's existing programs	0		0		0		0	

TUITION AND FEES	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
First Year Students								
In-State tuition	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Out-of-State tuition	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Regional tuition								
Mandatory fees	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Second Year Students								
In-State tuition			$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Out-of-State tuition			$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Regional tuition								
Mandatory fees			$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Third Year Students								
In-State tuition								
Out-of-State tuition								
Regional tuition								
Mandatory fees								
Fourth Year Students								
In-State tuition								
Out-of-State tuition								
Regional tuition								
Mandatory fees								
Total Tuition and Fees	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
GRANTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
CONTRACTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
OTHER (Specify)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Grants, Contracts, Other	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
TOTAL	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 2 of 3**

EXPENDITURE ESTIMATES

	Year 1 20__		Year 2 20__		Year 3 20__		Year 4 20__	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
PERSONNEL SERVICES								
Administrators								
Faculty								
Support Staff								
Others								
Fringe Benefits %								
Total Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
OPERATING EXPENSES								
Instructional Resources								
Other (specify)								
Total Operating Expenses	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
CAPITAL								
Facilities								
Equipment								
Other								
Total Capital	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
NET STUDENT ASSISTANCE								
Assistantships								
Fellowships								
Stipends/Scholarships								
Total Student Assistance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL EXPENDITURES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 3 of 3**

	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__
BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM				
Total Revenue	$0.00	$0.00	$0.00	$0.00
Total Expenses	$0.00	$0.00	$0.00	$0.00
Excess/Defeciency	**$0.00**	**$0.00**	**$0.00**	**$0.00**
BUDGET SUMMARY OF EXISTING PROGRAM ONLY				
Total Revenue	$0.00	$0.00	$0.00	$0.00
Total Expenses	$0.00	$0.00	$0.00	$0.00
Excess/Defeciency	**$0.00**	**$0.00**	**$0.00**	**$0.00**
BUDGET SUMMARY OF NEW PROGRAM ONLY				
Total of Newly Generated Revenue	$0.00	$0.00	$0.00	$0.00
Total of Additional Resources Required for	$0.00	$0.00	$0.00	$0.00
Excess/Deficiency	**$0.00**	**$0.00**	**$0.00**	**$0.00**

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

Student Name:_____   DATE:_____

ID#_____

First Year

Course	Description	Credit	Grade
URI 101	Traditions and Transformations	1	
BUS 110	Business Computing	3	
BUS 111 (B3)	Business Analysis	3	
ECN 201 (A2)	Micro-Economics	3	
ECN 202 (A2, C1)	**Macro-Economics**	3	
BUS 149	Introduction to Entrepreneurship	3	
Language 1 (A3, C2)			
Language 2 (A3, C2)			
Gen Ed or Elective			
Gen Ed or Elective			
Gen Ed or Elective			

Sophomore Year

Course	Description	Credit	Grade
BUS 201	Financial Accounting	3	
BUS 202	**Managerial Accounting**	3	
BUS 210	**Managerial Statistics**	3	
BUS 211	**Managerial Decision Support Systems**	3	
BUS 247	Design Process	3	
BUS 249	Lean Start-Up	3	
WRT 227 (B1, B2)	Business Communications	3	
Gen Ed or Elective			
Gen Ed or Elective			
Gen Ed or Elective			

Junior Year

Course	Description	Credit	Grade
BUS 315 or BUS 345	Legal Environment of Bus or Bus in Society	3	
BUS 320	**Financial Management**	3	
BUS 341	Organizational Behavior	3	
BUS 342	Human Resource Management	3	
BUS 355	**Operations & Supply Chain Management**	3	
BUS 365	Marketing Principles	3	
BUS 367	**Marketing Research**	3	
BUS 390	Junior Career Passport Program	1	
BUS 349	Special Topics in Innovation	3	
Gen Ed or Elective	BUS 304G, 348, 349, 493 EGR 325, 326	3	
Gen Ed or Elective		3	

Senior Year

Course	Description	Credit	Grade
BUS 345 or BUS 315	Bus in Society or Legal Environment of Bus	3	
BUS 441 or	**Leadership Skills Development or**	3	
BUS 443	**Organization Design/Change**		
BUS 448	International Dimensions of Business	3	
BUS 445 (D1)	**Strategic Management**	3	
BUS 449 or	**Entrepreneurship or**	3	
BUS 450	Small Business Management		
BUS 467	**Customer Analytics**	3	
Gen Ed or Elective			
Gen Ed or Elective			
Gen Ed or Elective			
Gen Ed or Elective			

GENERAL EDUCATION OUTCOME AUDIT	
	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	ECN 201
A3. Humanities	Language
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	WRT 227
B2. Communicate effectively	WRT227
B3. Mathematical, statistical or computational strategies	BUS 111
B4. Information Literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	ECN 202
C2. Global responsibilities	Language
C3. Cultural competencies	
INTEGRATE & APPLY	
D1. Ability to synthesize	BUS 445
GRAND CHALLENGE	
G. At least one course approved as a "G" course	

GENERAL EDUCATION CREDIT COUNT	
Course	**Credits**
ECN 201	3
ECN 202	3
WRT 227	3
BUS 111	3
BUS 445	3
Language	3
Language	3
Total Gen Ed Credits	

General Education Requirements: Students must complete 40 credits of general education courses. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. No more than 3 general education course can have the same course code. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. General education courses may also be used to meet requirements of the major or minor.

Language Requirement: Students satisfy the language requirement by taking two sequential courses in one language. See catalog for further details.

Business Requirements:
1. First semester sophomores who complete a minimum of 42 credits with an overall grade point average of 2.5 or higher and who have a 3.00 or higher average in BUS111, BUS201, BUS210, and ECN201 will be transferred to the College of Business Administration. Students not qualifying after the first semester of their sophomore year must meet the requirements of an overall GPA of 2.5 and a 2.70 or higher average in BUS111, BUS201, BUS202, BUS210, ECN201, and ECN202.
2. Business majors can use only 3 credits of electives towards and internship.

Graduation Requirements:
1. A minimum of 120 credits with an overall GPA of 2.0. An overall GPA of 2.0 (including all attempts) is mandatory for the eight 300 and 400 level courses required for the Management major.
2. Half of the credits (4 courses) in the major must be completed at URI. All courses for the major must be taken at an AACSB accredited business school.

Transfer Credit Requirements:
1. Students who wish to study at another college or university must obtain prior approval from the Dean's office and earn a grade of C or better for the credits to transfer. Students will receive credit on their transcript and not a letter grade.
2. Credit transferred from a community or junior college is limited to half the credits required for the University of Rhode Island degree. For a degree in business administration, that limit is 60 credits. Junior and senior level business courses are accepted only from colleges that are AACSB accredited. Upper-level business courses taken at an institution not accredited by AACSB or at a two-year institution must be validated by examination. Courses that are not validated will be designated free elective credit. To schedule a waiver exam please contact 401-874-4377.