APPENDIX 8: CURRICULUM MANAGEMENT

Faculty are responsible for and manage curricula via three standing committees: the Doctoral Program Committee, the Graduate Policy Committee and the Undergraduate Program Committee. Since the most recent Maintenance of Accreditation review in 2008, the College of Business has made significant changes to both the MBA program and the MS in Management; added an undergraduate major in advertising and a minor concentration in entrepreneurship for both business and non-business students; created an undergraduate Business Honors Program; received permission to offer two market-rate-tuition masters’ programs; entered into collaborative agreements to offer a BS in Business Administration in Lima, Peru; and significantly expanded masters’ level enrollments of international students via the INTO USF partnership. This section provides summaries of each of these changes.

GRADUATE

MBA Program Redesign—in fall 2011, an ad hoc committee appointed by the Graduate Policy Committee (GPC) completed a two-year evaluation of the MBA program that included seeking input from current students, alumni, and employers as well as input from faculty teaching in the program, especially in the capstone course; reviewing the structure and curriculum/content changes made by highly ranked MBA programs; and reviewing assurance of learning results. In addition, all committee members attended an AACSB two-day seminar focused on redesigning MBA programs to be more responsive to stakeholder needs. Key committee recommendations to the GPC included:

Require Boot Camp—require that all students who waive foundation courses based on completion of an undergraduate degree in business complete a 16 clock-hour, non-academic-credit “boot camp” designed to review key concepts in accounting, finance, statistics, economics and marketing. This recommendation was developed in response to a concern expressed by faculty teaching the capstone course that although scores on assessments of group projects in the capstone course regularly met or exceeded expectations, individual student performance was uneven. The boot camp experience is expected to provide a review of important concepts and help students identify weaknesses early in the program, giving them the opportunity to pursue further study (formal foundation course work, individual reading, online course work, etc.)

Redesign Required Courses—require that all students complete 17 credit hours of “advanced tool” courses including Financial Analysis, Communication Skills for Managers, Strategic Business Analysis, and a Leadership Speaker Series in addition to the previously required Operations Management and Quality Enhancement, Social, Ethical, Legal Systems, and the capstone Integrated Business Applications (IBA). This recommendation was developed in response to several stakeholder concerns:

Financial Analysis—a majority of students in the capstone Integrated Business Applications have had difficulty interpreting complex financial statements, developing pro forma statements under varying conditions of uncertainty, and assessing financial risk. This new two credit hour course will address financial analysis skills.

Communication Skills for Managers—integrating oral and written communication into formal required course work was a continuing theme of both an AACSB-sponsored seminar and Rethinking the MBA: Business Education at a Crossroads. In addition, current students, alumni, and employers identified communication as a core competency across industries and professions, strongly suggesting that opportunities to enhance presentation and written communications skills be included in the redesigned program.
This new two credit hour course as well as individual coaching available throughout the program in the college’s BizComm Center will help MBA students become more polished presenters and writers.

**Strategic Business Analysis**—although some MBA students have completed undergraduate courses in strategic management or have taken credit or non-credit courses in strategy, others have not. Faculty teaching IBA strongly suggested that the redesigned program include both an introduction to strategy and an emphasis on analytical and design/creative thinking. This new two hour course is expected to provide an introduction to/review of strategy concepts, tools, and approaches and also challenge students to think critically about problems and articulate logical, creative solutions.

**Leadership Speaker Series**—one of the challenges for part time and evening MBA programs is creating and sustaining a learning community. Students who attend class two or even three evenings per week while working full time have little opportunity to interact with fellow students and faculty outside of class. Although team assignments can, to some extent, simulate the peer-to-peer learning experiences that characterize full-time and cohort programs, part-time students can become isolated and disengaged. The required one credit hour Leadership Speaker Series, scheduled during the fall and spring intensive four-week sessions, is expected to provide the opportunity for students and faculty to engage in wide-ranging discussions of challenges facing leaders in an increasingly complex business environment. Speakers will be drawn from the local, regional, national and global business communities.

**Organizational Behavior and Leadership**—because management occurs within organizations, it is critical that students have a broad perspective of organizational behavior, structure, and processes.

**Retained Required Courses**—the three currently required courses, Operations Management and Quality Enhancement, Social, Ethical, Legal Systems, and the capstone Integrated Business Applications (IBA), are retained as part of the new advanced tools core, however, IBA has been restructured from two three-credit hour courses to a single team-taught four-credit hour course.

**Restructure Foundation Courses**—foundation coursework had been designed as a ten-course, 20 credit hour requirement for students without undergraduate degrees in business. Although the ten courses were deemed effective in covering the material, students and alumni noted that there was little integration across disciplines. And, because foundation courses were considered MBA courses, enrollment was limited to students who had completed the application process, including the GMAT or GRE, and been accepted to the program. The latter requirement meant that students who were interested in graduate education in business had no opportunity to take one or two courses to determine if the MBA would be the right choice for them.

In response, the committee recommended development of a Graduate Certificate in Business Foundations that would provide an intensive, graduate level introduction to business concepts, tools, and techniques across three critical dimensions: decision making, measurement, and market orientation. The 16 credit hour program recommended by the committee ([http://gradcerts.usf.edu/certificates/XBF.html](http://gradcerts.usf.edu/certificates/XBF.html)) requires a formal application, a degree in any discipline from a regionally accredited school, a target 3.0 GPA in the applicant’s upper level coursework, and a minimum TOEFL score for international students, but no other standardized
admission tests. Although certificate coursework will fulfill prerequisite requirements for entry into the MBA program, these courses cannot be transferred to any graduate program in business.

Review and Revise Admissions Standards—the committee recommended reviewing and revising admission standards to reflect a portfolio approach that bases admission decisions on a broader range of application materials with no stated minimums except TOEFL scores. Elements of the portfolio may include prior college-level academic performance, GMAT or GRE scores, relevant professional work experience, letters of recommendation, personal statements, community or military service, and any other information that would indicate the ability of the applicant to successfully complete the program. The committee’s recommendation was based on two key factors:

High-achieving students will often avoid schools with published mid-level GMAT requirements (e.g., 550) as not adequately selective while students with slightly lower scores, but otherwise strong applications, are discouraged from applying. The same is true for published GPA minimums.

The portfolio approach allows high-potential students with older degrees or degrees in more difficult disciplines to demonstrate achievement and the ability to successfully complete graduate work in business via work/professional experience, letters of recommendation, and any other ancillary materials.

The GPC agreed with the committee’s recommendations and circulated them to college faculty. All changes were approved at faculty meetings in April and November 2011 and subsequently sent to the university’s Graduate Council for approval of new courses and program changes. The college received Graduate Council approval in April and immediately began implementation.

Master of Science in Management—program structure, focus, and required courses for the Master of Science in Management (MSM) were revised at different times over the most recent five years; however, there had been no comprehensive program review. Declining enrollment, feedback from students enrolled in the program as well as from prospective students, assessment results, and anecdotal evidence from faculty teaching in the program were the incentives for a comprehensive review in fall 2011.

At the conclusion of the review, program faculty recommended changes in focus, structure and required coursework to ensure a solid foundation in the discipline; streamlining the process of obtaining the degree; bringing the number of required courses more in line with other college departments; creating a more balanced admission process; and assuring valid assessment of the program.

Eliminate Narrow Focus—the MSM’s focus on sustainability was replaced with a broad-based MS in Management. The creation of the Patel Center for Global Solutions with significant private funding and the center’s new MA in Global Sustainability provide an opportunity for students wishing to pursue graduate study in that field. The redesigned MSM allows students to use elective coursework—including Patel Center courses in sustainability—to craft emphases to meet their interests.

Learning Objectives/Outcomes—faculty identified five learning objectives/outcomes for the redesigned program. Upon completion of the coursework for the MSM, students should be able to:

1. Identify and evaluate the most important social, ethical, and legal aspects of an organization’s environment.
2. Identify and evaluate the important leadership and organizational behavior aspects of an organization (leadership, employee attitudes, organizational culture, employee performance).

3. Identify and evaluate the key aspects of managerial decision making and problem solving, including how problems are framed and the processes required to make sound decisions.

4. Integrate the knowledge and skills from the first three outcomes, recognize both the organization’s positive areas as well as the areas needing improvement, and recommend appropriate action for successful organizational change and development.

5. Demonstrate oral and written communication competencies that enhance leadership effectiveness.

Eliminate Cohort Structure—the existing program was structured as a two year, evening cohort that accepted students only in fall semester and required all students to take all courses. Because students in the program often found it difficult to maintain the commitment, the department regularly made exceptions to allow students to substitute courses. The new program allows students to attend full-time or part-time, a better option for the target population.

Reduce the Number of and Redesign Required Courses—the previous program comprised 32 credit hours, with all courses being required. The redesigned program is 30 credit hours with five required courses (three two-hour courses and two three-hour courses for a total of 12 credit hours) and six elective courses (18 credit hours). The required courses cover major topics in the field of management; the capstone course provides an opportunity for students to integrate and apply knowledge, skills and abilities in a problem-solving format.

GEB 6445–Social, Ethical, Legal Systems—this course addresses the influence of social, cultural, legal, and political factors in the external environment on institutional behavior, including the changing nature of the business system, the public policy process, corporate power, legitimacy and managerial autonomy, and organizational reactions to environmental forces.

MAN 6055–Organizational Behavior and Leadership—this course provides an opportunity to develop an understanding of the existing approaches to leadership and organizational behavior topics including motivation, teams, culture, conflict, and job satisfaction.

MAN 6140–Decision Making and Problem Solving—this course focuses on the decision-making process and the effect of framing in problem solving. It helps students develop the necessary skills to effectively use an evidence-based approach to evaluating problems and developing solutions within organizations.

MAN 6289–Organizational Change and Development—this course addresses the challenges in implementing change in organizations, explores models of change management, and considers why employees may be reluctant to change and how to overcome that reluctance.

MAN 6950–Capstone Experience in Leading Organizations—the capstone experience integrates the knowledge, skills, and abilities developed in the required courses and provides an opportunity to apply these KSAs to the analysis of an organization.

Admission Standards—department faculty revised program admission standards to reflect a portfolio approach that allows admission decisions to be based on a broader range of application...
materials – GMAT/GRE scores, GPA, letters of recommendation, résumé, and statement of purpose. There are no stated minimums except for TOEFL scores. Minimum GPAs or GMAT/GRE scores often discourage students whose test scores are either significantly higher or lower than published standards from applying. Considering multiple factors as evidence of the ability to successfully pursue graduate study allows acceptance of applicants who may have a somewhat lower GPA or GMAT/GRE score offset by a later academic or professional achievement. This approach is expected to result in a broader range of candidates and a more diverse group of students.

All changes were approved by the College of Business in December 2011 and subsequently sent to the university’s Graduate Council for approval of new courses and program changes. The college received Graduate Council approval in January 2012 and immediately began implementation.

**Market-Rate Tuition Programs**—in February 2011, the Board of Governors of the State University System of Florida established guidelines for proposals to charge market tuition rates for graduate level degree and academic credit certificate programs offered online or through a university’s school for continuing education. The University of South Florida subsequently asked colleges to propose programs that would meet the guidelines. Of the five programs advanced to USF’s Board of Trustees and then to the Board of Governors, two were College of Business programs: the Master of Science in Entrepreneurship in Applied Technologies (MSEAT), a global top 20 entrepreneurship program, and the Master of Science in Information Systems (MSMIS).

**Master of Science in Entrepreneurship in Applied Technologies**—targeted to working professionals who could not attend a full-time, weekday program, the interdisciplinary MSEAT, a collaborative among the College of Business, the College of Engineering, USF Health, and the Patel School of Global Sustainability is offered in two formats 1) alternative scheduling and in-classroom instruction at USF’s Center for Advanced Medical Learning and Simulation (CAMLSS), and 2) distance learning.

**MSEAT at the Center for Advanced Medical Learning and Simulation (CAMLSS)**—a one year, interdisciplinary professional MSEAT designed for biomedical, engineering and health care professionals will be delivered on-site at USF’s Center for Advanced Medical Learning and Simulation (CAMLSS) to a cohort of 30 students per class (http://www.camlss-us.org/). An intensive 30-week program with multiple residencies, the on-site program expects to accept its first class in spring semester 2013. Applicants for admission will be evaluated using a portfolio approach that will consider demonstrated academic achievement at the undergraduate or graduate level (minimum BS/BA from a regionally accredited school with a target 3.0 on a 4.0), relevant work/professional experience, statement of purpose, letters of recommendation, and other supporting materials.

**Rationale**—the Center for Advanced Medical Learning and Simulation, a unique, ground-breaking collaboration among USF Health, the College of Engineering and the College of Business’s Center for Entrepreneurship, comprises three operating entities: the Surgical Intervention and Training Center, the Virtual Patient Care Center, and the Tampa Bay Research and Innovation Center (TBRIC) complemented by the Education Center offering classroom and conference space hard-wired for satellite video conferencing, audience response systems, digital recording, and high-speed internet access (http://www.camlss-us.org/core-components-overview/). The partnership builds on successful collaborations among the colleges and USF Health to facilitate technology transfer via entrepreneurial ventures. The interdisciplinary MSEAT at CAMLS is well-
aligned with university and college missions and strategic initiatives. The Director of the Center for Entrepreneurship is also the director of TBRIC. The excess of market-tuition revenues over costs and fees will be shared among the center, the college, and University College. The center will use these resources to enhance on-site interdisciplinary MSEAT programs by using incremental resources to hire and retain high-caliber graduate faculty, promote additional assistantships and scholarships for students, and recruit exceptional out-of-state and international students to diversify the educational experiences of Florida resident students.

**Structure**—the 30-semester hour cohort program requires completion of the same courses taken by students enrolled in the MSEAT program offered at USF’s Tampa campus; however, examples, cases, and assignments will be tailored to the cohort. Program learning objectives will be the same as those for the currently offered MSEAT; learning will be assessed via projects completed in ENT 6116, Business Plan Development. The courses are:

- ENT 6016 (3) New Venture Formation
- ENT 6186 (3) Strategic Marketing Assessment
- ENT 6415 (3) Venture Capital Private Equity
- ENT 6606 (3) New Product Development
- GMS 6873 (3) Biomedical Ethics
- GMS 6905 (3) Principles of Intellectual Property
- EIN 6403 (3) Overview of Regulated Industries
- ENT 6126 (3) Strategic Entrepreneurship
- ENT 6947 (3) Advanced Topics in Entrepreneurship
- ENT 6116 (3) Business Plan Development

Program tuition will be $37,500 ($1,250 per credit hour) excluding parking, student fees, meals and textbooks. As noted above, the program will be managed financially on a cost recovery basis by University College with the excess of revenues over expenses and fees shared by the Center for Entrepreneurship, the College of Business, and University College.

**Consistency with Mission**—the interdisciplinary MSEAT offered through CAMLS is consistent with the university mission and supports the Board of Governors State University System (SUS) goals of meeting statewide professional and workforce needs as well as those of communities, and fulfilling unique institutional responsibilities. The collaborative program is also consistent with the college’s mission to prepare graduates to contribute to and take leading positions in business and society. Further, it is consistent with and supports college strategic initiatives focused on 1) developing collaborative, cross-disciplinary research opportunities and degree programs and 2) enhancing non-state sources of revenue.

**Fully Online MSEAT**—this one-year, 30 semester-hour interdisciplinary, professional, distance learning program will be delivered fully on-line and will accept its first students in late 2014 or early 2015. During the subsequent two years, the Center for Entrepreneurship will work with program faculty and University College to develop policies and procedures that will ensure program equivalency with the ranked on-site program, a high level of student engagement/interaction, and adequate time on task, as well as address issues of credit hour equivalency and student identification. Applicants will be evaluated based upon a balanced portfolio of relevant professional and work
experience and successful completion of an undergraduate program of study (minimum BS/BA) with a 3.0 on a 4.0 scale from an accredited college or university.

Rationale—the format will provide an opportunity for students who would otherwise be unable to attend classes because of work constraints, location or family needs to obtain a fully-accredited graduate degree from a top-20 ranked program. The proposed market tuition revenues will be used to enhance on-site and alternatively scheduled Interdisciplinary MSEAT programs by hiring and retaining high-caliber graduate faculty, promoting additional assistantships and scholarships for students, and enriching the educational experiences of Florida resident students.

Structure—the 30 semester hour, asynchronously delivered program requires completion of the same 10 courses required for the CAMLS program. Program learning objectives will be the same as those for the currently offered MSEAT; assessment will be based on projects completed in ENT 6116, Business Plan Development. Program tuition will be $37,500 ($1,250 per credit hour) excluding parking, student fees, meals and textbooks. The program will be managed financially on a cost recovery basis by University College with the excess of revenues over expenses and fees shared by the Center for Entrepreneurship, the College of Business, and University College.

Consistency With Mission—the fully-online MSEAT is consistent with the university mission and supports the Board of Governors SUS goals of meeting statewide professional and workforce needs as well as those of communities, and fulfilling unique institutional responsibilities. The collaborative program is also consistent with the college’s mission to prepare graduates to contribute to and take leading positions in business and society. Further, it supports college strategic initiatives focused on 1) developing collaborative, cross-disciplinary research opportunities and degree programs and 2) enhancing non-state sources of revenue.

Master of Science in Information Systems—the fully-online MSMIS will focus on Business Intelligence (BI), an area of emphasis offered by few online programs. An umbrella term that refers to a variety of tools and techniques used to gather, store, access, and analyze an organization’s raw data to draw inferences and identify patterns, BI comprises several related activities including data mining, online analytical processing, querying and reporting. With a strong group of faculty with expertise and research interests in BI, the college’s Information Systems and Decision Sciences (ISDS) department is well-positioned to meet demand for a high-quality program that will serve students globally. The program will be offered both as a general enrollment program and as a collaborative program with large employers, or employer groups, or associations.

Rationale—Business Intelligence has been identified as an “Area of Excellence” by ISDS faculty. Although BI is a rapidly-growing field, there are few opportunities for place-bound students to obtain a fully-accredited graduate degree from a ranked program. (The ISDS department has been ranked #14 in the world for publication in premier journals for the three-year period 2008-10.) A high-quality online program with global reach has the potential to attract both high-achieving students and industry partners. Companies from which students (primarily working professionals) will be drawn are likely to serve as sites for data collection that will support research and case writing.
Structure—the online MSMIS with a focus in Business Intelligence comprises 11 courses totaling 33 semester hours. The program will be delivered asynchronously as a cohort program with all students taking all courses.

ISM 6124 (3) Advanced Systems Analysis and Design
ISM 6436 (3) Operations and Supply Chain Processes
ISM 6218 (3) Advanced Database Administration
ISM 6225 (3) Distributed Information Systems
ISM 6316 (3) Project Management*
ISM 6382 (3) International Aspects of Information Systems*
ISM 6136 (3) Data Mining*
ISM 6137 (3) Statistical Data Mining
ISM 6208 (3) Data Warehousing
ISM 6156 (3) ERP and Business Process Management
ISM 6155 (3) Enterprise Information Systems Management

*Pre-selected elective; may vary by cohort

Learning will be assessed via student portfolios containing specified artifacts (papers, individual/team projects, etc.) from each course.

Consistency with Mission—the online MSMIS is consistent with the university’s mission and supports the Board of Governors SUS goals of meeting statewide professional and workforce needs, meeting community needs, and fulfilling unique institutional responsibilities. The collaborative program is also consistent with the college’s mission to prepare graduates to contribute to and take leading positions in business and society. Further, it supports college strategic initiatives focused on 1) growing graduate enrollments, 2) developing collaborative, cross-disciplinary research opportunities and degree programs and 3) enhancing non-state sources of revenue.

Accelerated Programs

Accelerated BS/MS in Management Information Systems—the accelerated BS/MS offers outstanding undergraduate students the option to complete the BS in Business Administration with a major in Information Systems and the MS in Management Information Systems over five years via a 141 credit-hour integrated program. Students wishing to pursue the integrated program must apply for admission to the MSMIS during their junior year; they begin enrolling in graduate courses in their senior year.

Admission Requirements

1. Students with at least Junior standing in their undergraduate degree program may apply submit an Accelerated Program Interest Form that is signed by the Graduate Program advisor.
2. Students must have a minimum 3.25 GPA.
3. Students must submit a “portfolio” of credentials including three letters of recommendation (of which two must be from faculty), a personal statement, undergraduate transcripts, and other supporting documents (work experience, projects, papers, internships, etc).
4. GMAT or GRE scores (must be taken in fall semester of the junior year).
Because the application to the integrated program is considered as a complete package, a high undergraduate GPA is not a guarantee of admission. Grades in the undergraduate MIS core courses are taken into consideration and will have a significant impact on the MSMIS acceptance decision.

Once accepted, students prepare a Graduate Degree Action Plan in consultation with an advisor and an ISDS faculty member. The plan covers the entire time period of the program and is periodically reviewed with an advisor. A total of 12 hours of graduate credit may be taken that can be applied to both the BS and MS degrees, reducing 153 (120 for BS, 33 for MS) to 141 credits.

International Programs

Master of Science in Entrepreneurship in Applied Technologies

In December 2010, the College of Business entered into a collaborative agreement with Universidad San Ignacio de Loyola to offer the Master of Science in Entrepreneurship in Applied Technologies at the Center for American Education (CAE)/Universidad San Ignacio de Loyola (USIL) in Lima, Peru. The college submitted a Level 2 Substantive Change Proposal to the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) in January 2011 requesting approval for a change that is principally one of geographic location since it relates to offering a fully-approved degree program currently offered at USF Tampa in Florida; SACS/COC approval was received in March 2012.

In May 2012, then-dean Robert Forsythe, Associate Dean Charles Kroncke, and Senior Director of Undergraduate Affairs Jackie Nelson met with USIL president Edward Roekaert in Tampa to discuss implementation and scheduling. When Dr. Roekaert learned that the college’s redesigned MBA program would allow 15 hours of elective credit that would make it possible to offer an MBA with a concentration in entrepreneurship, he asked that the college propose an MBA program in addition to the MSEAT. Discussions related to the final form of the program are ongoing.

Rationale—opportunities to pursue graduate education in business in Peru are very limited with a small number of in-country MBA-type programs supplemented by online programs offered by US and European colleges and universities. A review of onsite and online programs revealed no entrepreneurship-focused undergraduate or graduate programs currently offered by Peruvian or non-Peruvian educational institutions in the country. An MBA with a concentration in entrepreneurship (MBA/E) is expected to support the development of an entrepreneurial infrastructure and the creation of entrepreneurial ventures and small to medium-size enterprises (SMSEs) in Peru. New business creation and the development of entrepreneurial ventures will be critical to sustaining economic growth in Peru and other Latin American countries over the next several decades. Creating a supportive environment for entrepreneurship will require targeted economic development policies, more ready access to capital, the development of entrepreneurial networks, stronger links between the business and academic sectors, and effective academic and training programs to ensure that managers and potential entrepreneurs have the knowledge and skills to create, identify, and take advantage of opportunities.

An MBA/E will offer managers and potential entrepreneurs who have completed the equivalent of a baccalaureate degree from a regionally accredited institution the opportunity to pursue an onsite 35 semester hour program designed to enhance and reinforce general management and entrepreneurial skill sets and creativity through a balance of theory, practice, and active learning. Advanced graduate work in the environment of entrepreneurship, business planning and strategy,
venture capital and private equity, new venture formation and new product development will ensure that students have a solid foundation in the discipline and a well-developed understanding of the relationships between new venture structure, operations, financing, and strategies for growth. The knowledge, skills, and abilities developed in the program will be equally valuable to potential entrepreneurs, public and private sector managers, and those in support fields including accounting and finance professionals and consultants.

Consistency with Mission—the collaborative agreement between USF and Universidad San Ignacio de Loyola to offer masters’ level business programs is consistent with the college’s mission to provide a diverse learning experience and foster a global perspective among faculty and across the undergraduate and graduate curriculum via study abroad, internship, and faculty development programs; and linkages with the university’s Patel Center for Global Solutions. USIL faculty and administration have agreed to facilitate meetings between USF faculty and leading business and public sector organizations in Lima and throughout Peru in support of faculty research agendas. USF students will have the opportunity to complete MBA and entrepreneurship program requirements and MBA and elective coursework at USIL with students from Peru and other Latin American countries.

Program Structure—program structure, curriculum, and learning objectives for programs offered in Peru will be the same as those for programs offered on USF’s Tampa campus. However, because it will be a cohort program with a specified concentration, all courses are pre-designated; there will be no electives.

Admission—as noted in the collaborative agreement, admissions requirements and procedures and requirements for graduation will be the same as those at USF Tampa in Florida; however, to ensure prospective students’ ability to deal effectively with abstract concepts in English, a minimum score of 500 on the Graduate Management Admissions Test is also required.

Faculty—at least 60% of all student credit hours will be taught by participating faculty who meet the same faculty qualifications requirements (SACS, AACSB) as those for faculty teaching on site in Tampa. Non-USF faculty must be approved by the relevant departments at USF Tampa.

UNDERGRADUATE

Business Honors Program—in fall 2010, the college launched an undergraduate Business Honors Program for high-achieving students (http://business.usf.edu/docs/programs/honors/Handbook.pdf). The first of its kind in the state, the program blends rigorous coursework and research activities with special residential, service, international, and applied learning opportunities inside and outside of the classroom. Fifteen students were admitted to the initial cohort, with an additional three admitted in spring 2011. In fall 2011, the second cohort of 17 students was admitted. The fall 2012 cohort comprises 20 students.

Rationale—the Business Honors Program was developed in support of the college’s mission and strategic initiatives to enhance the research environment of the college and promote excellence in undergraduate and graduate programs. It will also allow the college to showcase the knowledge, skills and abilities of its top students and provide a point of differentiation to attract the best students from the state, region, and nation.

Structure—in addition to completing the core curriculum and major requirements, students in the Business Honors Program enroll in Honors I & II, courses designed to introduce students to the
current topics in business, during their first year at USF. Business Honors Program students also take two research courses (Research Methods in Business and Computational Methods) to provide them with the critical skills needed to design and complete an honors thesis.

Consistency With Mission—the Business Honors Program is consistent with the college’s mission to provide a high-quality, diverse learning environment preparing students to contribute to and take leading positions in business and society, and with college and university strategic initiatives in support of building world-class academic programs and undergraduate research.

Enrollment—the first cohort of 18 students was admitted in fall 2010 and spring 2011; the second cohort of 17 students was admitted in fall 2011. Two students from the first cohort and three from the second cohort withdrew from the program. Twenty students were admitted to the program for fall 2012. Current enrollment by cohort and standing is:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Academic Standing</th>
<th>Number</th>
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<tbody>
<tr>
<td>2010</td>
<td>Junior (60 hours completed)</td>
<td>16</td>
</tr>
<tr>
<td>2011</td>
<td>Sophomore (30 hours completed)</td>
<td>14</td>
</tr>
<tr>
<td>2012</td>
<td>Freshman</td>
<td>20</td>
</tr>
</tbody>
</table>

Advertising Major—the College of Business submitted a request to offer a major in Advertising within the current BS/BA in Business Administration to the Florida Board of Governors in 2009; the request was approved in spring semester 2010. The college developed the Advertising major in response to industry requests for a business-based program from local and national firms, including Zimmerman Advertising in Fort Lauderdale, Florida, one of the top 20 advertising agencies in the country; Zimmerman’s president is a USF Mass Communications graduate.

Rationale—historically, advertising employment and careers in the private sector were primarily creative. Agencies concentrated on creating specific advertisements and advertising campaigns for clients using a variety of media. Today, however, the field has broadened: many advertising firms find themselves assisting clients with more comprehensive promotional and corporate strategies or competing with firms who provide those services. As the strategy aspect of advertising becomes an increasingly important element of the revenue stream for many firms, a different curriculum will be required to prepare graduates to contribute to and take leading positions in the industry. Preparing students for this new strategy emphasis requires a different curriculum than had been offered in the Mass Communications advertising track.

The Advertising major is unique in that it is a collaborative effort of the departments of Mass Communication in the College of Arts and Sciences and Marketing in the College of Business. It complements an existing Advertising track in the Mass Communications major and provides students the opportunity to combine the creative aspects of advertising with knowledge, skills, and abilities in accounting, economics, finance, information systems, management, marketing, and strategy. This collaborative program supports both university and college strategic initiatives focused on collaborative, interdisciplinary programs.

Structure—the major comprises 120 credit hours including all general education requirements, exit requirements, College of Business core classes and a specified set of classes in the major offered jointly by Marketing and Mass Communications. The curriculum includes:
General education requirements  36   hours
Exit requirements 9   hours
Speech/writing requirements 6   hours
Foundation courses in business 36   hours
Advertising core 9   hours
Advertising major courses 22   hours
Electives 2   hours
Total 120 hours

Consistency With Mission—the new major is consistent with the university mission and supports the Board of Governors SUS goals of meeting statewide professional and workforce needs as well as those of communities, and fulfilling unique institutional responsibilities. The new major is also consistent with the college’s mission to prepare graduates to contribute to and take leading positions in business and society. Further, it supports college strategic initiatives focused on developing collaborative, cross-disciplinary research opportunities and degree programs.

Enrollment—the college opened enrollment but did no formal recruiting for the Advertising major in fall 2010. At the end of spring semester 2012, 11 students had chosen this demanding major; three have graduated.

Entrepreneurship Minor Concentration—in addition to majors in Accounting, Advertising, Economics, Finance, Information Systems, Management, Marketing, and International Business, the college offers an undergraduate major in General Business Administration (GBA). The GBA major comprises two four-course minor concentrations for a total of 24 required hours. In 2010 the college added a minor concentration in Entrepreneurship; the concentration was first offered in the 2010-11 academic year. A minor concentration for non-business students was developed at the same time.

Rationale—Since 2005 the college has offered the MS in Entrepreneurship in Applied Technologies, a collaborative program with the College of Engineering and USF Health, through COB’s award-winning Center for Entrepreneurship. Increasing interest in entrepreneurship among undergraduate students in the college and across campus provided the rationale for developing a set of undergraduate courses to allow students pursuing diverse majors the opportunity to gain knowledge, skills and ability to pursue entrepreneurial activities. Development of this concentration also addresses a specific recommendation of the Peer Review Team to extend the resources of the Center for Entrepreneurship to undergraduate students.

Structure—the minor concentration in Entrepreneurship for students pursuing the GBA major in the College of Business or an undergraduate degree program in Industrial Engineering comprises four courses; two of the four are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT 4014</td>
<td>New Venture Formation</td>
<td>3</td>
</tr>
<tr>
<td>EIN 4933</td>
<td>Creativity and Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Students choose two additional courses from among the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIN 4933</td>
<td>New Product Development</td>
<td>3</td>
</tr>
<tr>
<td>ENT 4424</td>
<td>Venture Capital</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4802</td>
<td>Entrepreneurship and Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4804</td>
<td>Small Business Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
In addition to the two required and two elective courses in Entrepreneurship, students pursuing majors outside business and Industrial Engineering also complete ENT 3003, Principles of Business, which provides an overview of the economic, financial, and strategic environment of business.

**Consistency with Mission**—the minor concentration in Entrepreneurship is consistent with college and university missions and strategic initiatives in support of economic development and collaborative interdisciplinary programs.

**Enrollment**—because neither the university nor the college maintains data for students across colleges, the total number of students choosing a minor concentration in Entrepreneurship is not available. Headcount enrollment in undergraduate Entrepreneurship classes in fall 2011 was 116 (348 SCH); enrollment in spring 2012 was 176 (516 SCH.)

**International Programs**

**Undergraduate Program in Singapore**

In January 2007, the COB entered into a collaborative agreement with the Center for American Education (CAE) in Singapore to offer upper level classes leading to the BS in Business Administration. The Commission on Colleges of the Southern Association of Colleges and Schools (COC/SACS) approved the required Level 2 Substantive Change Proposal in 2007 allowing the college to accept the first cohort in June 2008. This program was included in the college’s most recent Maintenance of Accreditation review in 2008. The program is designed as a general business major with concentrations in marketing and international business; at least 60% of student credit hours for each cohort are taught by participating faculty. The college completed the current agreement with the CAE with the graduation of seven students between June 2011 and May 2012; no new students were admitted to the cohort scheduled to begin in June 2011. The College of Business is currently in negotiations with two potential partners in Singapore to continue delivering the undergraduate program and anticipates signing a memorandum of understanding (MOU) in fall 2012 with the expectation of a fall 2013 start date. Separate faculty qualifications and faculty sufficiency tables for this program are included in Appendices 9-1, 10-1 and 10-2.

**Undergraduate Program in Lima, Peru**

The College of Business entered into a five year, renewable collaborative agreement with Universidad San Ignacio de Loyola/CAE to offer upper level classes in Lima, Peru leading to the BS in Business Administration with a major in General Business in July 2010. A bilingual university, Universidad San Ignacio de Loyola (USIL) was founded in 1995 as an innovative option in education, promoting entrepreneurship among students and a competency-based learning system aimed at developing knowledge, skills and attitudes in students to meet the demands of a globalized world. USIL offers 17 majors grouped in four schools: the School of Business; the School of Hospitality, Tourism and Gastronomy; the School of Engineering and Architecture; and the School of Humanities.

The Commission on Colleges of the Southern Association of Colleges and Schools (COC/SACS) approved the required Level 2 Substantive Change Proposal in October 2010, allowing the college to accept the first cohort in March 2011.
The target audience is graduates of the CAE/Broward College Associate in Arts (AA) program already in place; students are expected to meet the same admissions criteria as other USF College of Business students. The degree program offered in collaboration with USIL/CAE is the same program offered on USF’s Tampa campus; students complete 60 hours of upper level coursework; 18 of the 20 courses (54 semester hours) are taught via on-site, face-to-face instruction; two courses, ENC 3250, Professional Writing (3 semester hours), and MAR 4933, Marketing Internship (3 semester hours), are taught online. All instruction is delivered by qualified faculty whose credentials have been reviewed and approved by the faculty of the USF College of Business using the same standards of credential evaluation (consistent with the Principles for Accreditation of the Commission on Colleges and AACSB standards on faculty qualifications and sufficiency) as for faculty teaching on the campus in Tampa, Florida; at least 60% of courses are taught by participating COB faculty. Separate faculty qualifications and faculty sufficiency tables for this program are included in Appendix 11.

The College of Business ensures the ongoing quality of the degree program and courses offered in collaboration with CAE at USIL through regular review and evaluation of instruction, faculty qualifications, facilities, resources, the environment in which instruction takes place and program learning outcomes. Assessment takes place in the Strategic Management capstone course via comprehensive cases and projects. While the program is expected to be ongoing, the College of Business will conduct an annual review of the program for quality assurance purposes.

The first cohort of 21 students will complete degree requirements in December 2012. The second cohort of 18 students enrolled in March 2012; they will complete the program in December 2013. Cohort 3, beginning in March 2013, is expected to enroll 20 students.

PARTNERSHIP PROGRAMS

INTO USF

INTO USF is a unique collaboration between USF and INTO University partnerships (INTO) that helps prepare international students to successfully complete undergraduate and graduate degree programs. Students enroll in academic “pathways” and English language coursework during their first year at USF. Students live on campus; all receive personalized support and mentoring. INTO is one of many steps the University has taken to achieve a more globally diverse student population and extend the university’s reputation and resources beyond traditional borders.

For students who plan to pursue a BS/BA in Business Administration, pathway courses comprise general education courses and state-mandated common prerequisites. As they complete the pathway and apply for admission to the college, INTO students are expected to meet the same admission requirements that apply to all students.

Students planning to enroll in the MBA or one of the discipline-specific masters’ programs complete English language courses and foundation courses during their first year in the program; many also enroll in GMAT “prep courses.”