



# The University of Georgia

University Council  
Athens, Georgia 30602

March 13, 2013

## UNIVERSITY CURRICULUM COMMITTEE – 2012-2013

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Dear Colleagues:

The attached proposal for a new Undergraduate Certificate in Entrepreneurship in Family and Consumer Sciences will be an agenda item for the March 20, 2013, Full University Curriculum Committee meeting.

Sincerely,



David E. Shipley, Chair  
University Curriculum Committee

cc: Provost Jere W. Morehead  
Dr. Laura D. Jolly

# **INTERDISCIPLINARY CERTIFICATE PROGRAM PROPOSAL**

## **Entrepreneurship in Family and Consumer Sciences (E-FACS)**

### **I. Basic Information**

- 1. Institution:** University of Georgia **Date:** September 12, 2012
- 2. School/College:** College of Family and Consumer Sciences
- 3. Department/Division:** Textiles, Merchandising and Interiors; Housing and Consumer Economics, Human Development and Family Science, Foods and Nutrition
- 4. Level:** Undergraduate
- 5. Proposed starting date for program:** Fall 2013
- 6. Abstract of the program:**

### **Purpose and educational objectives.**

The proposed certificate program will educate students to become successful entrepreneurs in the private, public, and non-profit sectors. The certificate is targeted to any student in the College of Family and Consumer Sciences interested in creating or growing their own business or in becoming a social entrepreneur. Based on a recent survey, nearly 70% of FACS students are interested in pursuing a certificate in entrepreneurship.

The state of Georgia currently ranks #1 in USA for Entrepreneurial Activity (Kauffman, 2011) and for the fastest growth of women-owned businesses (American Express OPEN, 2011). Georgia ranks #2 in USA for best business climate (SiteSelection, 2011), highest number of black-owned businesses (US Census, 2010), site selection of choice (Area Development, 2011), and for infrastructure and transportation (Area Development, 2011). According to The Consortium for Entrepreneurship Education (CEE, 2009), the common cause for the failure of a new business is that the "entrepreneur has the technical skills but lacks the entrepreneurial skills that are essential for business success."

Currently, there is no college at UGA offering an undergraduate academic entrepreneurial training program to develop and nurture the skills students need to become small business owners or work as social entrepreneurs within the public or non-profit sector. The Terry College of Business Entrepreneurship program offers one course available to undergraduates, and admission is reserved primarily for business students. We propose an interdisciplinary program within FACS where students take applied courses in diverse areas of study in foods and nutrition, housing and consumer economics, human development and family science and textiles, merchandising and interiors. The overall curriculum will offer shared experiences in entrepreneurship, market research, financial planning, leadership and business ethics. The program includes the creative search for ideas, the innovation process, and the critical analysis of opportunities to screen for the best ideas. During their last semester, students will apply their knowledge in a capstone course by creating a start-up company or developing a social entrepreneurial approach for a public/non-profit institution.

The purpose of the E-FACS Certificate is to:

- a) Provide the certificate as a credential for students interested in starting a small business or gaining employment with a start-up company or becoming social entrepreneurs in public or non-profit institutions
- b) Prepare the state's future entrepreneurs to strengthen the economic outlook of the state of Georgia

- c) Provide courses directed toward service-learning through increased collaboration with community partners and case studies with local entrepreneurs
- d) Increase communication and share resources and expertise between programs and among faculty/students in the College of Family and Consumer Sciences

The educational objectives of the E-FACS Certificate are to:

- a) Develop ideas for and knowledge of small businesses, product inventions, consulting services or non-profit enterprises
- b) Identify the relationship of small business to the economic vitality and financial growth in the state of Georgia
- c) Identify significant changes and trends which create business opportunities for start-up companies
- d) Provide shared experiences in creativity and design, leadership, business ethics, entrepreneurship and innovation
- e) Examine the relationship between national and local communities and the small business climate

Student competencies associated with attainment of E-FACS Certificate include:

- **Ethics in Entrepreneurship** -- Students will be able to identify common ethical issues faced by small businesses and entrepreneurs. Students will have a clear understanding of their own values and goals, and how those values should inform and guide their entrepreneurial pursuits.
- **Financial Management** – Students will develop skills in personal financial management and as entrepreneurs, particularly in terms of cash flow management and resource management. Students will understand the relationship between their personal financial health and the financial health of their business.
- **Business Models** -- Students will have a full understanding of the various business models utilized by entrepreneurs. Students will understand the importance of identifying the appropriate business model as a component of a successful business plan.
- **Market Analysis** – Students will know how to identify and analyze potential new businesses for a particular marketplace.
- **Entrepreneurial Growth** -- Students will develop skills in managing the rapid growth of a new business as well as their own professional development.

Students graduating with a certificate in E-FACS will be positioned to jump-start their careers as small business owners or social entrepreneurs during college or post-graduation. National unemployment for June 2012 is holding at 8.2% (BLS, 2012), but the Georgia Department of Labor (2012) reported that the unemployment rate increased for the first time in a year to 9.0%. The environment is ready to embrace young entrepreneurs, as our economy depends on their innovative ideas.

- A. **Interdisciplinary nature of proposed program.** The E-FACS Certificate program will recruit students with majors or minors in the College of Family and Consumer Sciences. Participating departments include: Textiles, Merchandising and Interiors, Foods and Nutrition, Housing and Consumer Economics, and Human Development and Family Science. Faculty from all four departments have participated in the submission of a Higher Education Entrepreneurship grant proposal to the Mott Foundation in fall 2012 to support the E-FACS Certificate.

**B. Expected stage of development for this program within 5 years.**

Within five years this program will be awarding E-FACS certification to students from all four FACS departments. The number of certifications will have exceeded the initial expectation of 30 students, and the demand for the program will remain high.

**C. Why this program is necessary.**

- a. A certificate can address the high demand from FACS students for opportunities to study entrepreneurship. A certificate will likely improve the overall educational experience of many FACS students.
- b. Evidence that FACS students become entrepreneurs owning retail apparel businesses, inventing new products and marketing them nationally. Many have found success in public and non-profit sectors and act as social entrepreneurs.
- c. There are no other programs of this type in four-year institutions in Georgia.
- d. The establishment of new small business is a powerful strategy in decreasing the high unemployment in Georgia.
- e. Compete at the national level with other institutions: University of Florida's Innovation Academy, University of Houston's Wolf Center for Entrepreneurship, University of Oklahoma's Center for Entrepreneurship, and more  
<http://www.entrepreneur.com/topcolleges/undergrad/0.html>

**D. Additional Information:**

- a. **Program Initiation:** Fall 2013
- b. **Full Implementation of Program:** Spring 2014
- c. **First Certificates:** Spring 2014
- d. **Annual Number of Graduates expected:** 30
- e. **Projected Future Trends:**
  - i. **Documentation of student interest in program.** A growing number of students at the University of Georgia have demonstrated interest in issues relating to small business ownership and entrepreneurship. The Terry College of Business started UGA's Next Top Entrepreneur competition in 2009 with 114 student participants. Since its induction, over 600 students have applied, and \$100K has been awarded as start-up capital from equity investors. The Terry College of Business started the Entrepreneurship program which focuses on entrepreneurship training for their MBA program. Currently, MGMT 5500, Entrepreneurship and New Venture Formation, is the only undergraduate course offered each semester at max enrollment. In addition, The College of Agricultural and Environmental Sciences is exploring offering a minor in entrepreneurship for any undergraduates in their college.

Current FACS course offering entrepreneurship goals & strategies: Couture a la cart, food labs/production, and product development of TXMI & CO. and the ASPIRE Clinic- which is an interdisciplinary clinic designed to offer assistance to families and individuals to help them experience a sense of life satisfaction and fulfillment through a variety of FACS disciplines. Students are requesting these courses and perceive them as essential to their future success.

In addition to strong enrollment in FACS courses with a sound entrepreneurship methodology, there are student organizations that aspire to entrepreneurship principles. The Fashion Design Student Association,

Student Merchandising Association, Little Red Book, and the Student Financial Planning Association encourage students to become entrepreneurs through product development, consulting services, retail outlets, and social entrepreneurship by starting non-profits. These groups are dedicated to inviting entrepreneurs from industry to come and share their experiences. Also, the student organizations strive to create new products and services to offer the UGA and Athens community.

- ii. **Georgia's state of the economy.**
- iii. **Reasonable level of enrollment:** 30 students
- iv. **Minority student enrollment.** The intent of the E-FACS Certificate is to attract students with majors or minors in the College of Family and Consumer Sciences. Minority student enrollment in FACS for spring 2012 was 23.23% persons of color and 84.61% women. This is higher than the overall UGA minority enrollment numbers. We hope to encourage the success of our minority students interested in small business ownership. Currently, Georgia has the highest percentage of Black-owned businesses (U.S. Census, 2010). We hope to continue the success of our minority graduates in entrepreneurship.

## II. Detailed Information:

- A. **Curriculum Outline:** (See Appendix A) The curriculum for the E-FACS Certificate entails 13 credit hours, including a new required capstone course, FACS 5011, The Entrepreneurial Experience, which will be taught by a "FACS Entrepreneur in Residence." We will hire a different FACS graduate/small business owner each semester to teach this course. In addition, students will be required to take the one hour HACE 3110, Money Skills for Life, and 9 hours from the interdisciplinary course listing (See Appendix A).
- B. **Model programs, accepted disciplinary standards, and accepted curricular practices.** At the University of Georgia, the closest model to the E-FACS Certificate would be the Local Food Systems Certificate. The LFS Certificate requires all students to take a series of basic courses and seminars, with additional course selection coming from a set list of acceptable related courses. The E-FACS Certificate follows this model, yet encourages students to explore disciplines outside their degree areas in FACS, such as business and marketing.
- C. **Program accreditation:** No formal accreditation standards currently exist for the area of entrepreneurship in Family and Consumer Sciences. The proposed E-FACS Certificate is unique and one of the first of its kind in the United States, or among large state universities.
- D. **Faculty resources:**
  - a. **Additions to faculty needed to fully implement program:** none
  - b. **How many full time faculty will provide direct instructional support of this program?:** 9
  - c. **Faculty directly involved in this program:**  
Mrs. Emily Blalock, Lecturer in Textiles, Merchandising and Interiors (B.S., M.S.) has 6 years' experience in teaching and advising. She has taught 11 different courses in the fashion merchandising major, four of which she created because of student interest in environmental changes and market demand. She created the first entrepreneurship course in the college of Family and Consumer Sciences in spring 2010, TXMI 5280, Retail Entrepreneurship. In addition, she is a social entrepreneur,

having developed the Ghana Community Trade Program, Couture a la Cart, PALS of Athens Musicians and female-owned micro-businesses in Burkina Faso. She currently sits as committee chair for the FACS Entrepreneurship Task Force and serves on several college and departmental committees. Blalock's role in the certificate program will be to develop and teach courses on retail entrepreneurship, provide service learning opportunities for students, and form networks between UGA and community leaders and entrepreneurs.

Dr. Brenda Cude, Dr. Brenda Cude, Professor of Consumer Economics in the Department of Housing and Consumer Economics, has 14 years' experience in research and teaching at the University of Georgia. She has expertise in issues related to consumer purchase and use of insurance. She also is a member of the Board of Directors of the Direct Selling Education Foundation. A project of the board is entrepreneurship education.

Mr. Charlie Gilbert, The Georgia Soft Goods Professor in the Fashion Merchandising Department, served 22 years as a consultant for another firm before starting his own firm in 1987. He has also helped start a sourcing company and a software company in which he still has involvement. He has been teaching Global Sourcing and Logistics at the University of Georgia since 2007. In this course, the students develop a concept product and then the product is sourced and delivered so they can experience the total supply chain. The students also have to sell the product.

Dr. Joseph Goetz, Associate Professor of Family Financial Planning in the Department of Housing and Consumer Economics, has 6 years' experience in research and teaching at the University of Georgia, including courses wherein students create business plans and develop skills and knowledge in financial management. In addition, he is an entrepreneur who co-founded two successful companies, including an Athens-based investment management and financial planning firm that has received national recognition. Goetz's role in the certificate program will be to integrate greater focus on entrepreneurship into select financial planning courses and to create industry partnerships that will facilitate entrepreneurship among students.

Dr. Jennifer Gonyea, Lecturer and Undergraduate Coordinator in Human Development and Family Science, has 10 years' experience teaching at the undergraduate level. She has taught the HDFS Professional Development course which includes components of entrepreneurship, such as how to plan for and conduct a community program (needs assessment, evaluation, market analysis). In addition, she has operated a clinical practice for over 16 years. Dr. Gonyea is a member of the FACS Entrepreneurship Task Force and an active member of several departmental and college committees. Her roles in the certificate program will be to market the certificate to HDFS undergraduates, communicate with the Entrepreneurship Task Force, and teach HDFS courses in the certificate, specifically HDFS 3110.

Dr. Soyoung Kim, Associate Professor of Merchandising in the Department of Textiles, Merchandising and Interiors, has 12 years of

experience in research and teaching at the University of Georgia. Her primary research interests include consumer shopping behavior and international retailing. She teaches a senior-level merchandising class titled “e-tailing in apparel and textiles” which offers a hands-on learning experience in starting an online retail business. In this class, students learn to develop entrepreneurial skills for using the Internet as a marketing tool.

Dr. Rebecca Mullis, Professor in the Department of Foods and Nutrition. She currently serves on the FACS Entrepreneurship Task Force and is an active member of several department, college and university committees. She has taught a course in Entrepreneurship in Foods and Nutrition at the undergraduate level prior to coming to UGA. She will serve as entrepreneurship coordinator for Foods and Nutrition students.

Dr. Debbie Phillips, is an entrepreneur and business coach with more than 25 years of experience. Before forming her own company, The Quadrillion, an international consulting firm, in 1997, Dr. Phillips served as Vice President for two national firms focusing on the acquisition and disposition of real estate assets. She has developed and taught online courses and currently serves as adjunct professor in Housing and Consumer Economics. Debbie serves in leadership roles in non-profit organizations and is a consultant to real estate small business start-ups.

Dr. Suraj Sharma, is an assistant professor in the Department of Textiles, Merchandising, and Interiors at the University of Georgia and has 4 years of experience in research and instruction at UGA. Sharma earned his Ph.D. in Materials Science and Engineering from Clemson University in 2008 and M.S. in Textile Engineering from Indian Institute of Technology (India) in 1994. Prior to joining the faculty of UGA, he served as a Lecturer at the Bahirdar University (Ethiopia) and R&D Executive in textile industries (India). His research interests include Functional and Smart Textiles, Medical Textiles, and Biobased Materials from Sustainable Resources. He teaches courses in textiles, textile testing, product development, and apparel and textile product safety. Sharma’s role in the certificate program will be to provide hands-on entrepreneurial experience by using the stage-gate approach of product development.

- E. **Additional faculty needed:** FACS will hire a part-time lecturer to teach FACS 5011, The Entrepreneurial Experience. This person should be a FACS graduate and have long term experience as an entrepreneur. FACS Dean will provide funding for this position.
- F. **Library, computer, and other instructional resources needed:**
  - a. **Available library resources:** current resources are adequate to support the E-FACS Certificate.
  - b. **Ways and extent library resources need to be improved:** As long as availability of professional journals is not further decreased, current availability through the UGA Library is sufficient to support the E-FACS Certificate.

- c. Extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support services, etc. available to adequately support this program:** Because the E-FACS Certificate relies on existing courses and service-learning projects, current research and IT support should be adequate with no major resources needed beyond traditional course support.
  
- G. Physical facilities necessary to fully implement the program:** No additional facilities required for the E-FACS Certificate.
  
- H. Building, classroom, laboratory and office space:** No additional space required for the E-FACS Certificate.
  
- I. Expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program:**
  - a. Funding required for implementing the program:** none needed
  - b. Extent of student support (fellowships, assistantships, scholarships, etc.) available for this program:** The grant does not provide assistantships for graduate students. This is an undergraduate only, non-research based, applied learning program.
  
- J. Commitments of financial support needed**
  - a. Sources of additional funds needed to support the program and the probability of their availability:** Funding for E-FACS Certificate courses will come from existing academic allocations. However, issues of entrepreneurship (improving the economy, unemployment, poverty, sustainable design, small business) are critical objectives for many government agencies and foundations, including Kellogg, Kauffman, and Gates. Any additional funding will come from donations and grants for research and teaching programs centered around growing student entrepreneurs.
  - b. Long-range plans for additional or expanded facilities necessary to support an effective program:** Eventually, the graduates of the E-FACS program will start their own businesses and invest their time and talent back into the program. We will successfully start a mentor program where our graduates sponsor and mentor student entrepreneurs through the product development or idea creation process.
  
- K. Administration of the program**
  - a. Describe and evaluate the structure for the administration of the program:** The E-FACS Certificate will be administered by Debbie Phillips and the E-FACS Certificate Committee, made up of cooperators on the Mott grant, in addition to representatives from other interested faculty from FACS departments.
  - b. Degree to which that structure is in keeping with good practice and accepted standards.** This is similar to other certificates on campus.
  - c. How and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.** Students will apply for the E-FACS Certificate program at any point in their course of study. Any students in good standing at the university will be accepted and retained. Students will complete a pre-entry survey



to document effective change in student knowledge and will complete additional evaluation upon completion of the E-FACS Certificate.

**III. Letters of support from the various academic heads involved in developing the program initiative or whose support is vital to its success.**

**SIGNATURES:**

**Department Head(s)**

Foods and Nutrition: Lynn Bailey

Housing and Consumer Economics: Anne Sweaney

Human Development and Family Science: Jay Mancini

Textiles, Merchandising and Interiors: Patricia Hunt-Hurst

**Dean of College**

Family and Consumer Sciences: Linda Kirk Fox

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Certificate Requirements

Students must take a minimum of 14 hours. Certificate students must take:

- 1) **FACS 2011, Introduction to Entrepreneurship (1 hour) \*FACS prefix has been approved by UCC, January 2013; the new course proposals are being submitted with the certificate proposal.**
- 2) **HACE 3110, Money Skills for Life (1 hour)**
- 3) **FACS 5011, The Entrepreneurial Experience (3 hours) \*FACS prefix has been approved by UCC, January 2013; the new course proposals are being submitted with the certificate proposal.**

Students then select 9 hours from any of the courses listed below.

Foods and Nutrition <b>FDNS</b>	Housing and Consumer Economics <b>HACE</b>	Human Development and Family Science <b>HDFS</b>	Textiles, Merchandising and Interiors <b>TXMI</b>
<p><u>Food Service</u> FDNS 3610, Quantity Food Production</p> <p>FDNS 4610/6610, Foodservice Procurement and Financial Management</p> <p>FDNS 4620/6620, Management of Foodservice Organizations</p> <p>FDNS 4640, Food Sanitation and Safety</p> <p><u>Experimental Foods</u> FDNS 3610, Quantity Food Production</p> <p>FDNS 4640, Food Sanitation and Safety</p> <p>FDNS 4645/6645, Nature of Food</p> <p>FDNS 4650/6650, Experimental Study of Food</p>	<p>HACE 3200, Introduction to Personal Finance Or HACE 3250, Survey of Financial Planning</p> <p>HACE 3350, Introduction to Residential Property Management</p> <p>HACE 4230/6230, Family Tax Planning</p> <p>HACE 4250/6250, Practice Management in Financial Planning</p> <p>HACE 4350/6350, Household Technology and Systems</p>	<p>HDFS 3110, Professional Development/Community Activities</p> <p>HDFS 3710, Midlife/Elder Years Survey</p>	<p>TXMI 3010, Directed Research (Retail Development in Ghana: An Entrepreneurial Case Study)</p> <p>TXMI 4160/6160, Product Development in the Textile and Apparel Industries</p> <p>TXMI 4260, Global Sourcing and Logistics of Textile Products and Apparel</p> <p>TXMI 5270/7270, E-tailing in Apparel and Textiles</p> <p>TXMI 5280, Retail Entrepreneurship</p>

University of Georgia

New Course (CAPA)

**1. Course Id:**

\*FACS 5011 (HDFS, TXMI, FDNS, HACE)

**2. Course Title:**

The Entrepreneurial Experience

**3. Course Description:**

Course examines the entrepreneur's role in the global economy and focuses on developing new opportunities. Course covers the decisions needed to transform an idea into a business opportunity: consulting non-profit, product development or retail. Topics include environmental scan, competition analysis, market research, legal issues, and funding opportunities for commercialization potential.

**4. Grading System:**

A-F (Traditional)

**5. Credit Hours and Lecture/Lab/Discussion Hours:**

Fixed: 3 credit hours / 3 lecture hours

**6. Non-Traditional Format:**

**7. Repeat Policy:**

Cannot repeat for course credit

**8. Duplicate Credit Statement:**

**9. Required Prerequisites:**

None

**10. Prerequisite or Corequisite Courses:**

None

**11. Corequisite Courses:**

**12. Primary Delivery Mechanism:**

Lecture

**13. Course Will Be Offered:**

Every Year - Fall only

**14. Effective Semester and Year of Current Version of Course:**

Fall 2013

## **15. Additional Information Required for the Syllabus:**

### **Course Objectives**

1. Develop ideas for small businesses, products, services or non-profit enterprises
2. Evaluate which ideas are business "opportunities"
3. Identify significant changes and trends which create business opportunities
4. Analyze the current environment for potential business opportunities
5. Identify which business ideas fit his/her personal criteria
6. Conduct a market analysis report
7. Examine the relationship between national and local communities and the small business climate

### **Topical Outline**

1. Introduction to Entrepreneurship and local small business owners
2. Business Planning and Calculated Risk
3. Legal Issues for the Entrepreneur
4. Opportunity Analysis
5. Leadership & Ethics
6. Funding & Financing for Entrepreneurs
7. Strategies for Penetrating the Market
8. Understanding the Financial Plans
9. Planning Growth Strategies

### **University Honor Code**

**\*FACS prefix was approved by UCC, January 2013**

University of Georgia

New Course (CAPA)

**1. Course Id:**

\*FACS 2011

**2. Course Title:**

Introduction to Entrepreneurship

**3. Course Description:**

FACS 2011 is an introductory course targeted to students interested in creating and growing their own businesses and will serve as the foundation for the E-FACS Certificate Program. It will offer an insight into the characteristics of entrepreneurs, the approaches they use to create, identify and evaluate opportunities for new ventures, and the skills that are needed to start and manage new ventures and develop a preliminary business plan.

**4. Grading System:**

A-F (Traditional)

**5. Credit Hours and Lecture/Lab/Discussion Hours:**

Fixed: 1 credit hour / 1 lecture hour

**6. Non-Traditional Format:**

**7. Repeat Policy:**

Cannot repeat for course credit

**8. Duplicate Credit Statement:**

**9. Required Prerequisites:**

None

**10. Prerequisite or Corequisite Courses:**

None

**11. Corequisite Courses:**

**12. Primary Delivery Mechanism:**

Lecture

**13. Course Will Be Offered:**

Every Year - Fall only

**14. Effective Semester and Year of Current Version of Course:**

Fall 2013

## **15. Additional Information Required for the Syllabus:**

### **Course Objectives**

1. Explain the entrepreneurial process, the necessary mindset and the role it plays in organizations
2. Identify the many ways in which individuals become entrepreneurs including start-ups, corporate context, social contexts, public sector contexts and others
3. Identify and discuss entrepreneurial opportunities from emerging trends occurring in business practices
4. Prepare students to open a small business and maintain financial success through smart planning, research, and development of a preliminary business plan
5. Outline the necessary steps from funding the idea to launching and growing the venture
6. Become familiar with the Athens Small Business Development Center and the laws and regulations impacting the future of small businesses

### **Topical Outline**

1. Introduction to entrepreneurship and local small business owners
2. Vital role of entrepreneurship in the economy
3. Are you fit for entrepreneurship?
4. Understanding the nature of opportunity
5. Developing a strategic business plan
6. Expectations about size, growth, returns and risk
7. The economics of start-up ventures
8. Financing a start-up venture
9. Valuation and Deal Structure
10. Understanding the Financial Plan
11. Innovation, technology and the entrepreneur
12. Setting Up Operations; Legal Issues with a New Venture
13. Planning Growth Strategies: ethical issues facing the entrepreneur

### **University Honor Code**

**\*FACS prefix was approved by UCC, January 2013**