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Abstract

The teaching of Entrepreneurship in universities, particularly in the German-speaking countries, began to take off in the 1990s. Once the idea was accepted, introduction of chairs and course programmes posed no particular difficulties. Some traditional academics have questioned the academic rigour of the subject, particularly when the teaching and practical training aspects of Entrepreneurship have been in greater demand than the research aspect. The author gives pointers as to how best to set up Entrepreneurship programmes in universities as per three models: the campus-based integrative model, the campus independent model, and the campus-based dual model. Two American examples of the latter model are presented. (HRK / Abstract übernommen)