APPLICATION FOR PERMANENT COURSE APPROVAL:
BUSAD 110 (ENTREPRENEURSHIP)
SCHOOL OF ECONOMICS AND BUSINESS ADMINISTRATION
December 10, 2015

(NB: BusAd 110 was part of the proposal accepted by the UEPC in May 2011 to reform the Business Administration major.)

1. **School:** School of Economics and Business Administration
   **Department:** Management
   **Course Number:** BusAd 110
   **Course Title:** Entrepreneurship
   **Course Level:** Upper Division

2. **Justification for the Course:** Entrepreneurship (110) is the foundation and cornerstone of the four course sequence comprising the concentration. This course is an introduction to and overview of the entrepreneurship world. Other courses in the concentration go into greater depth on the topics such as financing (111), and managing (112) entrepreneurial endeavors. Traditional courses like finance and strategy are geared toward large, established firms. This course and concentration is designed to teach students how to create those firms. Everyone wants to become the next Steve Jobs or Bill Gates, this course provides the basics for that aspiration. Given the proximity to world-class entrepreneurs and new ventures in Silicon Valley, surrounding the Saint Mary’s campus, and the San Francisco area in general, it is important for students to have the tools necessary to start their own companies and/or work for existing start-ups or established companies with start-up operations.

3. **Student Population:** BusAd 110 is required for the concentration in Entrepreneurship and for the General Business concentration.

4. **Relationship to Present College Curriculum:** Entrepreneurship (BUSAD110) was a new course. The course and the concentration are themselves, entrepreneurial, filling a void that existed in the curriculum. It does not replace or cannibalize from current courses, majors or concentrations and in fact is a perfect complement for some majors.

5. **Any extraordinary implementation costs:** None. No special equipment is required for this course.

6. **Library Resources:** See attached.
7. **Course Credit and Grading Options:** Students who complete the course will receive one (1) SMC course credit. Students and professor meet in class for three hours and fifteen minutes weekly throughout an academic semester. A minimum of two hours of student work will be expected for every hour of in-class instruction. Grading: Letter Grade.

8. **Prerequisites:**
   - Lower-division common business core courses:
     - BUSAD 10  Global Perspectives in Business and Society
     - BUSAD 40  Statistics
     - ACCTG 1  Financial Accounting
     - ACCTG 2  Managerial Accounting
     - ECON 3  Micro-Economic Theory
     - ECON 4  Macro-Economic Theory
   - The core curriculum math requirement

9. **Course description for College Catalog:** An introduction to the concepts, tools, strategies, and practices of the entrepreneurship processes for both a start-up businesses as well as a Strategic Business Unit in an existing company. Topics include identifying new venture opportunities, idea generation, innovation, new product/service development, industry research, competitive analysis, legal and regulatory requirements for new ventures, and business and marketing plan development. Examination of the changing business environment is emphasized to allow students to understand the need to make strategic adjustments to their business model on a continuing basis. **Prerequisites:** All lower-division common business core courses and the core curriculum mathematics requirement.

10. **Course Content:** See attached syllabus.

11. **Review of Experimental Offering:**
    This course has been taught four times over the last three academic years. The first time it was designed and taught by the Chair of the Management Department, Dr. Berna Aksu. The course was well received by the students; however, Dr. Aksu was not able to teach it again due to course releases for her administrative positions. So two seasoned top executives with vast experience in startups were hired to team-teach the course. The current design of the course is fundamentally what it was the first quarter it was taught, with minor tweaks around case studies and assignments. The textbook was also replaced by another. Dr. Aksu shared all the feedback she received from students (through formal evaluations and informal class discussion) and asked the new instructors to build changes into the course design to accommodate the input. As mentioned before, these changes were minor and did not affect course content or structure.

    Therefore, the course description has remained the same as stated above in number 9.
The course learning outcomes as first proposed were:
1) Ability to generate new products or service ideas or innovations for existing products or services.
2) Ability to research and assess the business environment to determine the viability of a new product or service idea or innovation of existing products or services from and business and regulatory perspective.
3) Ability to build and lead a team.
4) Ability to formulate a business and marketing plan.

The revised course learning outcomes are:
1) The ability to generate new product/service ideas.
2) The ability to reinvent existing products or services to satisfy a changing market.
3) The ability to research and assess the business environment to determine the viability of a new product/service.
4) The ability to assess legal and regulatory requirements and restrictions for new ventures.
5) The ability to build and lead a team.
6) The ability to formulate a business and marketing plan that will meet the requirements of investors and banks.

As you can see the learning goals have increased from four (4) to six (6) and have been refined so that they are more concrete than originally proposed.

In addition SEBA has determined that there is a need for common learning topics within each course, in addition to learning goals. This guides all instructors, both ranked and contingent, in what needs to be covered, at a minimum, within the course.

The common topics developed for the course, through experience, are:
1) The importance of entrepreneurship
2) The entrepreneurial process
3) Idea generation
4) Opportunity recognition
5) The fostering of creativity
6) Industry and macro-environmental analysis, including Porter’s Five Forces model
7) Competitor analysis
8) Developing a business model for success and adjusting when necessary
9) Ethical and legal considerations
10) Valuation and negotiating with investors
11) Financing the venture and pro forma financials
12) Marketing the product/service
13) Intellectual property including patents, trademarks and copyrights
14) Top management team and organizational structure of the new venture or business unit
15) Formulating and writing a business plan
16) Growth and exit strategies
We hope that this helps to explain what we have learned and how the course has evolved through the “experimental offering” period.
School of Economics and Business Administration

BusAd 110 Entrepreneurship Fall 2015

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Office Hours: By appointment

Class Meetings: MW 4:00-5:40 in Mary Candida Garaventa Hall, Room 130

Required Text:  
*Entrepreneurial New Venture Skills, 3rd edition*, by Robert Lussier, Joel Corman and David Kimball, Routledge, 2015 (ebooks are acceptable and two copies of the textbook will be on reserve in the library.)

Subscription to GoVentureCEO online simulation ($29 per student)  
www.goventureceo.com

Supplemental readings and cases may be handed out during the semester and posted online

Prerequisites: All lower division Business Core requirements

COURSE DESCRIPTION AND OBJECTIVES:

Why do some startups succeed and others fail? Throughout the semester, we will try to find answers to these questions. This course will introduce you to the concepts, tools, strategies, and practices of entrepreneurship. Upon completion of the course, you will acquire a greater understanding of the entrepreneurial process and skills that relate the concepts to your personal life.

Entrepreneurship is considered to be the liberal arts of business education. Keep an open mind, think creatively, re-evaluate your own views of entrepreneurship, and intellectually challenge your peers. Entrepreneurship is a *way of thinking and acting* that will serve you well in any size organization.

The subject matter integrates and builds upon your knowledge in the functional areas and in your personal experience. In other words, you will learn to think like a founder (i.e. entrepreneur) with a more holistic, comprehensive approach to business ventures. Our main focus will be on selecting the new venture, planning the new venture and financing and controlling the new venture. In the meanwhile, we hope to see an increased awareness on your part of your own leadership style, decision-making preferences, personal values, and entrepreneurial capacity. We will use lectures, guest speakers, discussions, video, cases, assignments, team projects and business plan development as methods of learning.

The most effective way to understand entrepreneurship is to *practice* it. This course takes an *experiential* approach and students are expected to interact with the business community, participate in class discussion, and be *active participants* in the teaching/learning process. The class will be highly interactive and your engaged participation and presence will be required.
By the end of this course, you will be able to demonstrate:

1. An ability to recognize an entrepreneurial idea and innovation that has promise.
2. The necessary attributes needed to be a successful entrepreneur.
3. The ability to network into financing arrangements with angel investors, private equity investors, financial institutions, and personal contacts.
4. An understanding of the best techniques to develop a business, financial, and marketing plan for an entrepreneurial venture.
5. Recognition of the fundamental risks of an entrepreneurial venture.
6. How to take advantage of global entrepreneurial techniques such as micro-financing and intellectual property protection.

**COURSE EVALUATION:**

**Class Contribution** 20%

**Individual Assignments**

1. Accomplishments, Skills, and Abilities Report 5 (Due Sept 14)
2. Trend Identification Report 5 (Due Sept 16)
3. 60 second Elevator Pitch 5 (Due Sept 28)
4. Keiretsu Forum Meeting Review 5 (Due Oct 5)
5. Entrepreneur Interview 10 (Due Oct 21)
6. Guest Entrepreneur Analysis Report 10 (Nov 18)

**Business Plan – Team Project (One deliverable per team)**

1. Executive Summary Draft 0 (Due Oct 7)
2. Midterm Presentation 5 (Due Oct 19)
3. Voice of Customer Reports 5 (Due Nov 2)
4. Financial Plan Draft 0 (Due Nov 16)
5. Written Plan 10 (Due Dec 7)
6. Final Presentation 10 (Due Dec 7)
7. GoVenture Team Competitions 10

Total 100%

Grading for the course will use the following scale:

94-100 points = A Superior Performance
90-93 points = A-
87-89 points = B+
84-86 points = B Clearly Above Satisfactory Performance
80-83 points = B-
77-79 points = C+
74-76 points = C Satisfactory Performance
70-73 points = C-
67-69 points = D+
64-66 points = D Very Poor Performance (Marginally Passing)
60-63 points = D
0-59 points = F Failure

This course is an elective. As such, the mean final grade for the course will be set around an 85-87.

We will use Moodle for announcements, additional course materials, and grading. Please check it regularly.
Deadlines are important. Assignments should be turned in at the start of class unless otherwise indicated. Late assignments will be reduced 1/2 letter grade for each day late. We are open to requests to reconsider a grade on an assignment, assuming there is a compelling argument for review. Please be aware, though, that reconsidered grades can go down, as well as up. All requests should be made on email so that you can explain your concern. Furthermore, we will not entertain grading discussions within 48 hours of receiving a grade; you must wait 48 before reaching out to us about your grade.

CLASS CONTRIBUTION:

Entrepreneurship is not a spectator sport, and in this class it is definitely a team sport, 40% of your grade will be made up team-based assignments. This class is designed to help you practice entrepreneurship and that means active participation and contribution—in every class session. Class contribution includes preparing by reading and analyzing the assigned material, attending and actively participating in class discussions and projects.

Your class participation represents 20% of your final grade. This overall score is equally distributed over the course of the semester. You will get one class contribution grade at the midterm (worth 10%) and the other at the final (worth 10%).

Another 10% of your grade will be assigned to your Analysis of Entrepreneurial Experiences which is due Nov 18. It will be difficult for you to complete this assignment if you have not actively participated throughout discussions with the several guest entrepreneurs who will meet with the class.

This course is labor intensive, both individually and in groups. It has been estimated that developing a strong business plan takes 200 hours (which is allocated amongst your team). In addition to business plan development, you will be responsible for completing assigned readings, various presentations, and other deliverables that will be described in this syllabus. High performance in this course requires participation and preparation in all aspects of the course.

Strong written and oral skills greatly facilitate one’s success in the business world. Those entrepreneurs who can effectively communicate their ideas will have an advantage over those who cannot. As such, the assignments center on written and oral presentations.

The success of this class (for both you and us) depends heavily on the amount of discussion and the sharing of your ideas and experiences; therefore, it is crucial that you not only come to class fully prepared (i.e. having read the text, supplementary articles, and the case and willing and able to analyze them) but also that you take initiative in the discussion.

Our definition of contribution is "meaningful participation", which means you will be evaluated on both the quantity AND the quality of your participation. In addition, your peers will evaluate your teamwork.

Attendance at all meetings of this course is expected. If you are not going to be in attendance it is your obligation to notify us via email beforehand (except in emergency cases where that is not possible). Missing multiple classes will seriously jeopardize even the best student’s chance of success in this class. When there are visitors, speakers, or student presentations, class participation (or lack thereof) counts double. Arriving to class excessively late or leaving class early counts as an absence unless you are excused in advance. Hence, you must discuss with us your lapses in attendance.

After two absences, you will start forfeiting points from your contribution grade for the class. If you are absent from a class, you are responsible for learning what went on during that class period. Contact a peer in the class, or ask us for information.
Although we will use lectures to discuss theoretical frameworks, the primary component of the class will be discussion, complemented by a variety of in-class and out-of-class activities. The strong student involvement in the design and content of the class is intended to engage each one of you through establishing and reworking patterns, relationships, and connections among the different topics we will cover. It is your responsibility to demonstrate your enthusiasm, interest, depth, breadth, and competency in the classroom. Overall, let’s try to create discussions around interesting, creative, and insightful comments that stimulate the minds of all students.

SYSTEMATIC REFLECTION PAPERS:

The path of entrepreneurship is really an introspective journey; a journey that requires an understanding of self. True understanding is the starting part for identifying business opportunities that are unique to you because the technique of systematic search uses your previous knowledge and abilities to help you find new opportunities in the world. There will be 4 deliverables along the way and the goal of the exercise is to help you identify opportunities that fit with what you want to do and where you want to go.

1) Accomplishments, Skills, and Abilities Report
   - Due Date: Sept 14
   - Individual Deliverable: Report (Maximum two pages single-spaced)

Entrepreneurship requires the ability to see what others do not. If opportunities were clear to everyone, they would not be opportunities. To succeed, you must engage your creative side, and remain open to challenging your current assumptions and beliefs. You must also know yourself very well. This report is designed to help you reflect on that and prepare you for the next report (i.e. trend identification). Reflect on the material presented in class and in the text. What are your past accomplishments? Take inventory of your strengths and weaknesses, your skills and abilities. Then weigh these against what you want your daily life to look like. What makes you suitable for a career in entrepreneurship, particularly for your chosen industry? What skills will you need to develop to succeed on this path?

2) Trend Identification Report
   - Due Date: Sept 16
   - Individual Deliverable: Report (Maximum two pages single-spaced)

The success of entrepreneurial ventures is often dependent on a “window of opportunity.” Timing is critical and entering a market too soon or too late can create undue struggles for a startup. You will be responsible for identifying two major trends and creating a business idea around each trend you identify. Your report must provide support for the trend (including references) and the rationale behind the newly created business ideas.

3) Keiretsu Forum Meeting Review
   - Due Date: Oct. 5
   - Individual Deliverable: Report (Maximum two pages single-spaced)

On Thursday, Sept 24, we will all attend the Keiretsu Forum East Bay Chapter Meeting in Lafayette. We would like you to reflect on this experience afterwards. Observe, network, and learn while there. Then tell us what you have learned. Please note that this is a very special opportunity for you to take a peek into investors’ minds, as well as see professional pitches by actual entrepreneurs. These meetings are normally closed to the public but we will be able to attend as special guests.

Keiretsu Forum (www.keiretsuforum.com) is the world’s largest network of angel investors with over 1,000 accredited investor members throughout 26 chapters on three continents. Since Keiretsu Forum’s founding in 2000, its members have invested over $400m in over 360 companies in technology, consumer products, healthcare/life sciences, real estate and other segments with high growth potential. Forum members collaborate in the due diligence, but make individual investment decisions, with rounds in the range of $250K - $2 million.
Note that class will not meet on Wednesday, Sept 23 and the Keiretsu meeting is on Thursday, Sept 24. If you are unable to attend the Lafayette meeting on Sept 24, you may arrange to attend the Silicon Valley Chapter meeting that same week, on September 25. You must request this change from the instructors at least 10 days in advance in order for us to arrange permission for you to attend this private meeting. We cannot guarantee that such permission will be granted. Therefore, we strongly recommend that you make every effort to attend the Lafayette Chapter meeting with the rest of the class.

4) 60 Second Elevator Pitch
Due Date: Sept 28 Individual Deliverable: Written paper as if you are reading your 60 second elevator pitch

Each student is required to develop a 60 second elevator pitch for her or his business idea. The paper is due on September 28 and we will review and give feedback to each student. Then each student will present their elevator pitch to the class on September 30. We will use this assignment to narrow down the number of ideas chosen for the business plan project. The entire class will vote on the presentations and business plan teams will be formed around the top 5-6 ideas. Idea Pitch presentations will be delivered and teams formed in class on September 30.

ENTREPRENEUR INTERVIEW
Due Date: Oct 21 Individual Deliverable: 5 page maximum (single-spaced) report

Each student will interview an entrepreneur of his/her choice. Our goal is to provide you with insights about entrepreneurship that cannot be obtained from classroom experience alone. Your report will be a summary of the interview, and an analysis of what you have learned.

Choose an entrepreneur in an industry that is personally interesting to you. While you may find it difficult to make a cold-call to an entrepreneur, you will find that most entrepreneurs will be honored to be asked about their experiences and will be willing to meet with you. It is your responsibility to identify and contact an entrepreneur; this is part of the course experience. We suggest sending an introductory email and then following up with a phone call in a few days. You should schedule this interview early in the term. Entrepreneur’s schedules are often tight, and your biggest challenge will be to find free time to meet them. Extensions will not be granted due to last minute scheduling issues that could have been prevented with better planning.

All of the following topics must be analyzed:

• **BACKGROUND:** Who is the entrepreneur, and how did you identify him/her? What is his/her background (family, education, prior work experience)?

• **OPPORTUNITY IDENTIFICATION:** How did the entrepreneur identify the business opportunity? Did he/she test different ideas before settling on this opportunity?

• **ENTREPRENEURIAL PROCESS:** Identify and critique the process the entrepreneur used to develop the business. Note the critical successes and failures that the entrepreneur experienced. What could the entrepreneur have done differently to reduce risk?

• **MEASURING SUCCESS:** Is the venture successful? By what criteria? Has the entrepreneur given up anything by choosing his/her career path? What sacrifices have been made?

• **JUDGMENT:** Would you invest in this venture? Would you work for this entrepreneur? Based on what you have learned from this person, do you believe you could be a successful entrepreneur? Explain why or why not.

Ideally, your business plan project will be in an area of great interest to you. As such, past students have “leveraged” research on their final project by interviewing an entrepreneur in the same industry as their final project. However, this interview may not be used for the “voice of customer” assignment.
Some other interview guidelines:
- You must conduct the interview in person. No phone or email/chat interviews are allowed unless approved by the professor.
- You may not interview family members, friends, or students; you should expand your “network” by getting out of your comfort zone.
- Please provide all contact information for the entrepreneur on the cover page of your paper (or staple a business card). We may call a random sample of the entrepreneurs interviewed.
- Don’t just transcribe the interview, but also critique the entrepreneur’s process (e.g., do you agree with the way the entrepreneur launched the business? What should (s)he have done differently?). See topics above. Simple transcriptions of interviews will not be accepted. Tell a story.
- Connections to class concepts and material enhance your work.
- Write a thank you email or letter. Little things count in business.

VOICE OF CUSTOMER REPORT
Due Date: Nov 2 Group Deliverable: 5 page (single-spaced) maximum business report plus attachments

Customer interviews and survey data will provide the primary data needed to write a strong business plan. Although most ideas start with the entrepreneur’s vision based upon a need or want (s)he perceives, that vision must adapt to the true market opportunity. Although only a market test can truly validate your opportunity, deep conversations and market survey information can help you refine and shape your opportunity in a cost-effective manner before your initial market test. To that end, we expect you to have in-depth conversations with four or five (depending on business plan group size) potential customers followed by a broader market survey of 50 or more potential customers (to be included in your final business plan). The survey should be conducted using an on-line web survey tools, such as Survey Monkey. Your goal is to develop a detailed understanding of customer requirements, price sensitivity, preconceptions, potential objections, possible competitors and other relevant factors. You will write a business report describing your discoveries and explaining how they helped refine your vision of the business. Much of this data should be used in your midterm presentation though the report is not due until after Midterm Break.

The report must include the following:
- Description of who was interviewed and why you consider them to be potential customers.
- Synthesis of your findings.
- How has the interview data further shaped your opportunity or changed your business plan?
- Survey results by question
- Copy of survey

ANALYSIS OF ENTREPRENEURIAL EXPERIENCES REPORT
Due Date: Nov 18 Individual Deliverable: 5 page (single-spaced) maximum business report that compares and contrasts the Guest Entrepreneurs who have met with the class. How do each compare in the following areas:

- How did they decide to become an entrepreneur?
- How did their accomplishments, skills and attributes relate to their chosen venture(s)?
- How did they finance their venture(s)?
- How did they view risks at the outset? Later? Today?
- Did they experience setbacks or failures? If so, how did they respond?
- What are the common themes, if any, among these successful people?

During this class, you will have the opportunity to learn from several successful entrepreneurs. This important deliverable is your opportunity to reflect on what you have learned from them and incorporate that learning into an overall view of entrepreneurship. Note that you will need to be actively involved in every session in order to successfully complete this assignment.
**THE BUSINESS PLAN**

The Business Plan is the **comprehensive project** of the course and is comprised of the following deliverables: 1) a draft of your executive summary, 2) a midterm presentation, 3) a draft of your financial model (pro forma financial statements), 4) written plan, 5) final presentation, and 6) peer appraisal.

**Teams of 4-5 students** each will complete this group project. Group size will be determined by the professors. We will use the following process to build the teams:

- Each student will present their own 60 second elevator pitch describing their business idea
- The class will then vote on these ideas, and the selected lead entrepreneurs will attempt to recruit a team for their project. You must be a member of a team at the end of class on September 30.

**1) Executive Summary Draft**
   **Due Date:** Oct 7  
   **Group Deliverable:** Draft executive summary (details on format will be provided in class)

Drafting your executive summary before completing the business plan may seem counterintuitive. Going through this exercise before embarking on writing the plan will save you time because you will have a better understanding of what questions need to be answered.

**2) Midterm Presentation**
   **Due Date:** Oct 19  
   **Group Deliverable:** In-class presentation and soft copy of PowerPoint slides

The midterm presentation will focus on specific sections of your business plan: Company & Product Description, Industry, Customer, & Competitor Analysis, and Marketing Plan. Customer interview and survey data should be used to support your idea as a true business opportunity. Your primary and secondary research should be used to tell “a convincing story” of your business idea. Detail on structure and length will be provided in class.

**3) Financial Plan Draft**
   **Due Date:** Nov 16  
   **Group Deliverable:** As part of your business plan, you will develop a pro-forma financial model (3 years) for your business. This should include all of the following:

1) A list of key assumptions that drive your financial model. It is strongly encouraged that you find comparable companies and use industry ratios to justify your assumptions.

2) Years 1-3: Year-end statements of income, cash flow and balance sheet.

A draft of the model will be submitted to us on Nov 16. We will critique this draft, and return it to you, so that you can include a finalized financial section in your business plan. There is not a separate grade for your financial model draft; however, your business plan grade will be significantly affected by the quality of your final financial model.

**4) Final Written Plan & 5) Final Presentation**
   **Paper Length:** 25 pages maximum (including financials and appendices)  
   **Written Plan Due Date:** Dec 7
Final Presentations: Dec 7

Teams will work together over the term to write a business plan and create a final presentation. The team goal is to produce a final plan and presentation that you would be proud to present to a venture capitalist, a banker, or private investor. When presenting, you should assume that you are meeting with a potential investor. Therefore, the business plan presentation should be a persuasive effort to describe your business as a compelling investment opportunity. We will discuss business plan format and presentation guidelines in detail in class.

5) Business Plan Team Member Evaluation Form
   Due Date: With final presentations, Dec 7

Because of the magnitude of the business plan grade on individual grades, each student will complete a confidential peer appraisal reviewing each member’s contribution to the business plan project. The peer appraisal is meant to discourage “free riding” by any member of the group, and encourage sharing the significant workload of this assignment fairly. You will be appraised by each of your teammates for your team performance on workload, leadership, and collaboration. Did you pull your share of the load? Were you at meetings, prompt with your deliverables, and able to deliver high quality work? Did you help make the important decisions? Did you contribute your own ideas and help shape the project? Were you a team player? Did you ask for help when you needed it and offer it to others?

We reserve the right to reduce an individual’s grade on the business plan based on the group’s feedback. Each team member at the final presentation will submit the Peer Appraisal. A final course grade will not be given until peer appraisals have been submitted.

A note on business plan team conflict:

Just like real entrepreneurial teams, occasionally stress and conflict develop within a Business Plan group during the term. We expect you to work diligently to communicate openly with each other and to attempt to resolve your problems independently (i.e. without our involvement). In extreme circumstances, we are willing to try to mediate if you feel it would be helpful; however, we expect you to try to approach the conflict directly with your team members.

If a group decides that one of its members of their Business Plan Group is not pulling his/her weight, they may, only after consulting us, recommend “firing” that member. A “fired” team member will have to complete the Business Plan individually (a monumental task). We will make the final decision about any “firings”.

TIPS FOR HIGH PERFORMANCE IN CLASS:

1. Come to class. Class contribution is a very important part of your grade.
2. Prepare to Discuss Assigned Readings and Cases. Take notes. Leave yourself some time to ruminate about the case and readings (i.e., don’t read it right before class). Come to class with at least one interesting point to share.
3. Take risks in class discussion. Don’t be afraid to disagree with your classmates or with us. Just have a reason for your opinion. Think for yourself. We will reward thoughtful, independent thinking even if we disagree with it.
4. Strive for clear, direct writing. Clear writing reflects clear thinking. Quality is more important than quantity.
5. Get out of your comfort zone. This is a safe environment. Stretch yourself. Be entrepreneurial.
TECHNOLOGY POLICY:

To avoid distraction of your colleagues and the professor, you are prohibited from using personal technology devices and classroom computers for other than instructor-assigned tasks during class. Your desk must be clear of all personal electronic devices, including cell phones. You may not use your phone or computer for Internet access, email, or texting during class time unless directed by the instructor. For each infraction of this policy, your final grade may be reduced by one-third of a letter grade for each incident.

CLASSROOM ETIQUETTE:

To avoid distraction of your colleagues and the professor, you must refrain from conversation with other students in the classroom except as part of public class discussion or in-class group work assigned by the professor. For the same reason, you must arrive on time and refrain from leaving the room once class has begun. All discussions must be conducted in a manner respectful of your student colleagues and the professor.

COLLEGE RESOURCES:

WRITING CENTER: Free Writing Advising at the Center for Writing Across the Curriculum (CWAC). All students are invited to drop in or make appointments for one-on-one sessions with Writing Advisers in Dante 202 or via Skype screen-sharing. Students may request weekly or biweekly sessions with the same peer student Adviser. CWAC is in Dante 202 and is open 5-8 p.m. Sunday and 12-7 p.m. Monday and 2-8 p.m. Monday through Thursday. The phone number is 925.631.4684. The web site is http://www.stmarys-ca.edu/center-for-writing-across-the-curriculum. Writers should bring their assignments, texts, and notes. Through collaborative discussion, advisers guide their peers toward expressing ideas clearly and revising their own papers, always weighing audience and purpose. Writers visit CWAC to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research methods. Writers may discuss any genre, including poetry, science lab reports, argument-driven research, or scholarship application letters.

LIBRARY ASSISTANCE: Reference/Information assistance is available at the Reference Desk, by phone (925) 631-4624, text message or IM. Check the Library’s “Ask Us” link for details: http://library.stmarys-ca.edu/ask-us/ Extended assistance by appointment is also available. Contact the subject librarian for your major or any of the Reference librarians for an appointment. Or, if you’d prefer, you can provide the contact link information for your Subject Librarian, which can be found at this link: http://library.stmarys-ca.edu/about/staff/selectors.html.

STUDENT DISABILITY SERVICES: Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 or sds@stmarys-ca.edu to arrange a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s website: http://www.stmarys-ca.edu/sds. If you have a documented disability and wish to discuss your approved academic accommodations, or if you would need assistance in the event of an emergency, please make an appointment to meet with me as soon as possible.

HONOR CODE: You may use any source you find useful in doing assignments, projects, and exams but you must cite your sources in writing. Plagiarism is the copying or paraphrasing of any work from another source without proper written acknowledgement. All members of a group doing a project are expected to assure that all sources are cited. All students at Saint Mary’s College abide by the Academic Honor Code, which outlines acceptable and desirable behavior. All SMC students are bound by the pledge contained in the code. “Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community.” Violations of the Code include but are not limited to acts of plagiarism. For more information, please consult the Undergraduate Student Handbook at http://www.stmarys-ca.edu/your-safety-resources/student-handbook. Please make sure the required work in this class is yours and remember that academic dishonesty includes, but is not limited to, copying or taking someone else’s work and using someone else’s writings or thoughts without giving credit to them. Citations, paraphrasing, and summarizing are acceptable methods of using others’ material. If you are not familiar with the Honor Code and the pledge, please refer to the College website.
**Session #-M/W-Date CLASS SCHEDULE**

1-M-Aug 31  
Introduction, Goals and Expectations

2-W-Sept 2  
Ch 1: What's Entrepreneurship All About? Do You Want to Start Your Own Business?

Sept 7  
No Class—Labor Day Holiday

3-W-Sept 9  
Ch 2: New Venture Options: Do You Want to Start a New Business, Buy One, be a Franchisee, or a Corporate or Nonprofit Entrepreneur?

4-M-Sept 14  
Ch 3: What Business? How Do You Find Opportunities and Develop a Business Model?  
*Due: Accomplishments, Skills, and Abilities Report*

5-W-Sept 16  
What are Angel Investors? Prepare for Keiretsu Forum  
*Due: Trend Identification Report*

6-M-Sept 21  
Guest Speaker #1 Bart Myers, CEO Countable

7-W-Sept 23  
NO CLASS—Keiretsu Forum Tomorrow  
Field Trip: Thursday, Sept 24: Keiretsu Forum, East Bay Chapter Meeting  
7:30am-12:00pm Lafayette Community Center

8-M-Sept 28  
Ch 4: How To Assess the Chances of Venture Success? Feasibility Analysis and Protecting the Business Model Legally  
*Due: Written paper of your 60 second Elevator Pitch*

9-W-Sept 30  
Each student will present their 60 second elevator pitch and we will select five Project Teams

10-M-Oct 5  
Ch 5: Business Planning: What Your Legal Form and Strategy?  
*Due: Keiretsu Forum Meeting Review*

11-W-Oct 7  
Guest Speaker #2, Jason Shellen, Blogger co-founder  
*Due: Executive Summary Draft*

12-M-Oct 12  
Ch 6: The Marketing Plan: Who Are Your Customers?

13-W-Oct 14  
Guest Speakers: Ronnie Lott Founder of All Stars Helping Kids, JG Larochette, and Jason Yong of the Mindful Life Project

14-M-Oct 19  
Mid-Term Presentations  
*Due: Soft Copies of Powerpoint Presentations*

15-W-Oct 21  
Guest Speaker #4, Mark Vignoles, founder, owner and CEO of ServiceWest  
*Due: Entrepreneur Interview*

16-M-Oct 26  
Ch 7: The Location and Layout Plan: What Facilities do You Need?

17-W-Oct 28  
Working session for Final Project.

18-M-Nov 2  
TBD  
*Due: Voice of the Customer Report*
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<tr>
<th>Date</th>
<th>Event</th>
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| 19-W-Nov 4 | Guest Speaker #5, Judi Keenholtz, Co-founder and Chairman of Empire Realty  
**Due:** Preliminary Financial Model |
| 20-M-Nov 9 | Ch 8: The Operations Plan: How Will You Make the Product?              |
| 21-W-Nov 11| Ch 9: The Human Resource Plan: How do You Develop the New Venture Team and Employees? |
| 22-M-Nov 16| Guest Speaker #6, Brian Driscoll, founder, owner, CEO of Shamrock Office Systems  
**Due:** Financial Plan Draft |
**Due:** Analysis of Entrepreneurial Experiences Report |
| 24-M-Nov 23| Ch 11: Sources of Funds: Where Do You Get the Money?                   |
| Nov 25     | No Class - Thanksgiving Holiday                                       |
| 25-M-Nov 30| Ch 12: Controls: How Do You Keep the New Venture on Track              |
| 26-W-Dec 2 | Working session for Final Presentation.                               |
| 27-M-Dec 7 | Final Team Presentations                                              |

**Note:** The syllabus is subject to change. Please check Moodle regularly.
Review of Library Resources and Information Literacy

Update on Business Concentrations and new courses


The following report summarizes basic collection statistics for the business collection, including books, serials, and online databases. Pay specific attention to the report created in 2011 for the initial review of SEBA’s new concentrations, updates on how the collection has changed since are highlighted. An overview of gaps and areas on continued difficulty are included in the conclusion.

Materials Allocation

No additional funds were allocated to the Library budget specifically to support these new courses and program emphases, so changes in acquisition priorities and new resources to support the changes were all absorbed into the general allocation run every year. The allocation formula distributes the general budget dollars among about 30 subjects currently taught at SMC. This formula does recognize the high number of students enrolled as business majors, and that those students are moderate users of library materials and services (as captured in our many statistics), which results in currently the second highest single subject allocation for new books and media.

The past completed budget year (2013-2014) saw the most spent on business-focused resources yet.

<table>
<thead>
<tr>
<th>Books / Media</th>
<th>Standing Orders</th>
<th>Periodicals</th>
<th>Electronic Resources</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>$27,630.38</td>
<td>$38,945.99</td>
<td>$18,556.35</td>
<td>$97,120.57</td>
<td>$182,253.29</td>
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</tbody>
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Note: Books/Media includes the purchase of and subscriptions to business related e-book and streaming video collections and not simply individual titles. This important distinction will be discussed further below.

Collection Statistics

The following are materials included in Albert— the Library’s online catalog— that are recorded as having Business related subjects.

<table>
<thead>
<tr>
<th>Books- Print (includes circulating, reference and storage)</th>
<th>Books-electronic</th>
<th>Periodicals</th>
<th>Media (VHS &amp; DVD / streaming)</th>
<th>Electronic Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,432</td>
<td>23,248</td>
<td>93</td>
<td>2,266</td>
<td>30</td>
</tr>
</tbody>
</table>
**Books and Media**

The totals above reflect the materials in the overall collection. New materials chosen for purchase are recommended / requested by the faculty or selected by the librarian from a variety of academic review sources. In the 2013-2014 fiscal year alone, we added 274 print books and 12,022 e-books to the business collection.

Electronic books are a key addition. Our subscription to the e-brary Academic collection greatly increased the number of overall titles related to business. Additionally, the new subscription to EBSCO’s *eBook Business Collection* and the purchase of the 2013 collection of Business Expert Press e-books—both paid out of the Business-specific funds discussed above—increased our electronic offerings by 8,000 and 59 unique business titles respectively.

With limited budget and extremely limited space, selection, purchase, and storage of that many new titles would be impossible in print. The electronic book packages were able to more than double our access to monographic titles in a single year.

Previously, video material was purchased title by title by request of faculty. The addition of our subscriptions to *Alexander Street Press, Films on Demand*, and *Kanopy* streaming video resources has increased our access to related video material significantly. These videos can be viewed anywhere at any time. Faculty can show the videos live in class to support instruction or have students view them via their course websites. Previously we had held 258 DVD and VHS titles related to business; the addition of 969 streaming titles last year has increased our access to video material by almost 800%.

These e-book collections, as well as a particular focus on strengthening the areas of these new concentrations, and adding streaming video collections have vastly increased the numbers in the subject areas examined in the previous report.

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</thead>
<tbody>
<tr>
<td>Entrepreneurship</td>
<td>287</td>
<td>909</td>
<td>2</td>
<td>248</td>
</tr>
<tr>
<td>Venture finance</td>
<td>27</td>
<td>61</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>International finance</td>
<td>550</td>
<td>1245</td>
<td>5</td>
<td>78</td>
</tr>
<tr>
<td>Global marketing</td>
<td>65</td>
<td>220</td>
<td>4</td>
<td>74</td>
</tr>
<tr>
<td>Small/family business</td>
<td>378</td>
<td>1063</td>
<td>8</td>
<td>271</td>
</tr>
<tr>
<td>Quantitative methods</td>
<td>90</td>
<td>218</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Digital business</td>
<td>52</td>
<td>371</td>
<td>1</td>
<td>56*</td>
</tr>
<tr>
<td>Consumer behavior</td>
<td>156</td>
<td>358</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>Globalization and (economics or business)</td>
<td>199</td>
<td>883</td>
<td>9</td>
<td>182</td>
</tr>
</tbody>
</table>
a keyword search for “digital business” returned many false hits, so a subject heading search (Electronic Commerce) was substituted

Though, cautioning that many of these electronic packages (i.e, ebrary, EBSCO e-books, Films on Demand) are subscription services is important. We “lease” the content, and should the Library lose funding for these sources, the material will no longer be accessible.

Periodicals

Currently, we subscribe individually to 93 business-related periodical titles. The titles listed in Albert reflect only those titles and not the 11,449 additional business-related that are incidentally included in our subscriptions to licensed electronic databases.

Many of the most popular professional titles, such as Wall Street Journal and Harvard Business Review, are available electronically, increasing 24/7 accessibility.

Electronic Resources

Prior to the new business concentrations being added, the Library had already begun to use strategic initiative funding to build up the electronic resource offerings, and business has been a large beneficiary. In just the last four years, we have added the following highly requested resources useful to business:

- IBISWorld *
- Morningstar Direct
- Mergent Intellect
- Mergent First Research
- Business Source Complete *
- Conference Board Business and Economics Portfolio *
- EBSCO Business e-books
- Business Expert Press (2014 titles only)
- Cabell’s (Business & Economics section only) *

(Those marked by an asterisk are those specifically included as recommended in the previous review)

Software

An area of growth in electronic resources is datasets bundled with analysis software. Such products pose a challenge for the Library. We are limited with our physical and technological capacity to add workstation-based software and strongly prefer to add resources that can be IP authenticated and accessed “from the cloud.” However, we have one example of such a resource: the recently added Morningstar Direct, requested for support of the MS-FAIM program and other financial management courses, both undergraduate and graduate.
Loaded data and software products, such as Morningstar Direct are an area the Library will continue working with SMC Information Technology Services and the academic departments on to find workable solutions.

To this point, the Library has not purchased and administered standalone software. ITS and/or departments fund the cost and ITS maintains the hardware and software updates needed for specialized software (i.e., SPSS). Software for analysis (i.e., SAS Enterprise Miner, Business Performance Experience) is undoubtedly a resource that will continue to be an area of interest in the modern business curriculum, and clarifying the Library’s inability to administer those resources as a general rule is important.

Library Web Pages

With the majority of business-related data and information moving to the digital world, the Library’s website has become the “front door” to the Library for these resources. The previous review for these courses included a recommendation from the former Business Librarian that the “Subject Guides” for Business be updated and re-organized to better highlight the resources. In the past two years, the page has up “remodeled,” and the changes have been met with great appreciation.

Currently, the Business Administration Subject Guide ranks third among the Library’s most visited subject guides. The webpage will continue to be updated and altered to make research as intuitive as possible.

Information Literacy Instruction and Reference

AACSB Accreditation Standard 15\(^1\) states that the learning experiences of the college business curriculum should include such areas as communication abilities, ethical understanding and reasoning abilities, analytic skills, use of information technology, and reflective thinking skills.

Business Administration is an information and data driven field. Searching for, retrieving, evaluating, and using information sources is a vital learning outcome, and one the Business Librarian is ready, willing, and able to assist with. In addition to the traditional guest lecture, the Business Librarian is available to be involved further in the development of assignments and projects to best incorporate information literacy, and in creating alternative means of instruction, such as online tutorials or learning modules.

A visit to a departmental meeting in the Spring of 2015 was helpful to present the faculty with information on the students’ previous research experiences and the gaps in the transitioning the students’ experience

\(^1\) [http://www.aacsb.edu/accreditation/business/standards/aol/standard15.asp](http://www.aacsb.edu/accreditation/business/standards/aol/standard15.asp)
from the general resources they are used to to the business-specific resources they need for successful completion of assignments and they are expected to know and use in the post-graduation workforce.

A curriculum map was created to show logical points of information evaluation and research skills training, and suggestions were made regarding four specific courses in the business-core that in-person librarian visits or online instruction modules should be integrated. One of those courses is the new BUSAD 010, the business major’s first introduction to business-specific research and information.

I look forward to continuing to work with the faculty to implement a more formal “instruction schedule” that will benefit the students’ research skills in their classes and into their professional careers.

**Conclusion and Recommendations**

*Library Resources*
To this point, library resources are meeting the needs of graduate student research, and we are thrilled to offer access to so much professional and academic periodical literature. We’re additionally thrilled that so much monographic and video content is able to be purchased electronically and economically, increasing our collection size vastly beyond what our walls can hold and individual title purchase power can afford. But moving into the future, acquiring new continuing resources will remain a challenge.

Despite the College’s commitment increasing the Library's materials budget over the last 10 years in accordance to a WASC recommendation, the library budget is still limited and cannot meet all of the demands. This is particularly clear in business, where the resources requested are often very expensive electronic databases.

Based on use statistics and overall enrollment, Business Administration is allocated the second largest amount for monographs and annual purchases (behind only Education, which houses research intensive graduate programs and a doctoral program). Over half of that allocation (60%) is already committed annually to continuing resources to support the needs of the program. New ongoing subscriptions must come from this budget line and permanently reduces the amount of available funds for new books, reference books, and media. Inflation of these large ongoing subscriptions is unpredictable and can cause further reduction in available funds. There is a tipping point nearly reached, after which almost no new books, reference books, and media can be selected.

As programs grow or focus changes and new resources are requested by faculty, we cannot continue to absorb costs of these expensive resources without additional funding. Two lesser used resources (PROMT, Mergent BondViewer, and ValueLine) were canceled to free funds to offset some of the cost of new resources, but such cuts will be harder in the future. We are past the point of “cutting fat”; the next cuts will be of valuable and useful resources.

Yet, new resources continue to be requested and needed. For instance, faculty in finance are very anxious to have student experience and use CompuStat, a standard financial information and analysis tool. This resource, available through Bloomberg, has been quoted to us for $35,000 annually. Additionally, MSCI’s ESG Manager, the only available resource for researching environmental, social, and governance issues in companies and industries, is highly desirable for the increasing social justice focus of the SMC business curriculum. This, also, is an expensive resource, costing about $15,000 annually.

*Information Literacy*
Another area of improvement is to better coordinate a scaffolded approach to information literacy instruction in the discipline, and to better delineate ways of teaching the research and information evaluation skills demanded by both AACSB and the College’s Institutional Learning Outcomes. As mentioned in this report, initial work has been completed in identifying logical and practical places within the core curriculum, but follow though and implementation is vital.
Respectfully submitted,

Sarah Vital
Assistant Librarian
June 18, 2015

To: Kathy Porter, UPC Chair
From: Kim Clark, Director, Business Administration Program
Subject: Applications for Permanent Course Approvals
Date: September 20, 2015

Submitted electronically to the Undergraduate Policy Committee today were nine Applications for Permanent Course Approval forms for the following courses: BusAd 10, 111, 112, 113, 127, 128, 129, 135, and 137. Also included was our library review by SEBA librarian, Sarah Vital.

These applications were collaboratively written by faculty who teach in the various disciplines, and were thoroughly vetted by the Business Administration faculty.

Should you need any additional information, please don’t hesitate to ask.

Thank you to the UPC for this important work. We look forward to hearing from you.
To: Kathy Porter, Chair, UEPC

From: Zhan Li, Dean, SEBA

Subject: Applications for Permanent Course Approval, BusAd Program

Date: September 20, 2015


Following UPC protocol, these applications were collaboratively written by faculty in each of the disciplines represented, and were thoroughly vetted in department meetings, and in a school-wide meeting of SEBA’s Undergraduate Policy Committee.

I’d like to thank you and your committee members for this important work. We look forward to hearing from you.