RU
RADFORD
UNIVERSITY

ENTR 250.02
ENTREPRENEURSHIP AND INNOVATION

> *The critical ingredient is getting off your butt and doing something. It's as simple as that. A lot of people have ideas, but there are few who decide to do something about them now. Not tomorrow. Not next week. But today. The true entrepreneur is a doer, not a dreamer.*

<div align="right">- Nolan Bushnell, founder of Atari and Chuck E. Cheese's</div>

INSTRUCTOR: Dr. Steve Childers   **EMAIL:** jchilders2@radford.edu
Office Hours: TBD

540 831 5192
Preferred communication is via email or zoom

❖ **This is a SYNCHRONOUS ONLINE course. You are expected to be at each class meeting: live via zoom.**

Meeting URL:	https://radford.zoom.us/j/5408315192
Meeting ID:	540 831 5192
Passcode:	250S2

COURSE WEBSITE: RU D2L will serve as the main administrative portal for the course. On D2L you will find course syllabus, schedule, discussion board, project information and official posted grades. I will also post any supplemental slides and readings on this site. Make a practice of checking for updates regularly. You should notify me immediately if you feel there was an error in posting grades. I reserve the right to refuse grade disputes should I not be notified within a week of posting.

Important Note: This syllabus is in no way "written in stone." If the need arises to adjust the content of the course or the grading process, the instructor reserves the right to do so. Any changes will be discussed in class and adequate time will be given to the students to reduce any inconveniences.

Further: In the event of personal or University-wide emergency course requirements, classes, deadlines and grading policies and procedures are subject to change. Potential changes that could occur include alternative delivery methods, alternative methods of interaction with the instructor, accessing class materials and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading schedule. In the case of a University-wide emergency, please refer to the RU Homepage (www.radford.edu) for more information. I will attempt to update course information as soon as possible on the course D2L page and via email.

PREREQUISITES: A desire to learn about entrepreneurship and innovation.

COURSE DESCRIPTION: This course provides an overview of the principles, theories, and practice of innovation and entrepreneurship. Emphases will be placed upon the role of innovation and entrepreneurship in the economy, how innovations drives successful organizational strategies, the characteristics of innovators and entrepreneurs, how past entrepreneurs have used innovation methods to launch entrepreneurial ventures, the design thinking process, and how the student can use their own creativity to identify opportunities for innovation that can potentially be used to launch entrepreneurial ventures.

Welcome to the RU MGNT 250

This course will be administered <u>synchronously</u> online. If this is your first online class, this section of the syllabus is very important reading! Even if you have taken an online class before, *<u>please review the following information:</u>*

<u>Online courses are not recommended for all students</u>.

This course is conducted completely online. Components of the course will be *synchronous*- our weekly Zoom class session- while other parts will be *asynchronous*- requiring you to complete on your own by the specified due date. Your class material will be presented in a variety of formats, including, possibly, online discussions, online postings, PowerPoint presentations, Word documents, PDF documents, Flash presentations with sound, and online proctored test examination. The primary mode of instruction is through Zoom, D2L, and an online Vantage product.

Often students new to online learning perceive and expect online courses to be easy and involve less work on their part. This is a misperception, and in fact, *online courses may be more demanding than a face-to-face course depending on the learning style and motivation of the student*.

Your work is to be completed on your own through readings, interactive assignments, online quizzes, narrated presentations, and Zoom meetings. When taking an online course you must take the initiative to ask your instructor questions if you do not understand the material. **<u>You are responsible for completing your work on time</u>. Misjudgments in time required to complete assignments or system failures (including your internet connection or computer issues) will not be an excuse for additional time or consideration**.

Understand that I am not on call to give you immediate feedback or assistance. You must learn to factor in the response time when completing your work. I strongly advise you: **Do not procrastinate and wait until the day an assignment is due before starting its completion.** Late submissions are not accepted or will be severely penalized, if accepted.
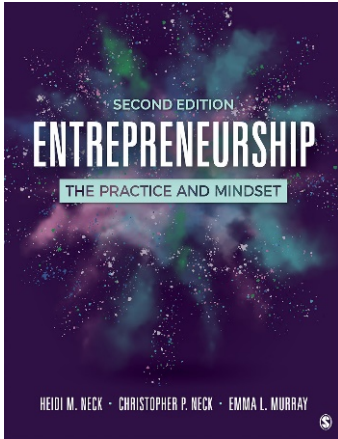
Time Commitment

College course credit hours are awarded based upon the amount of expected student time spent, per week, to that course. For example, in a traditional three-hour course you have three hours of face to face instructional time per week and we expect roughly six to nine more hours outside of class per week preparing for and completing requirements for that course. A three-hour course, such as this, offered online does not alter those learning expectations.

Of course, I will not limit how much time you spend on this class either. If you want to work very hard you are more than welcome to complete *most* of the requirements early! That said, some allowance for time variability is offered. **Look carefully at your work schedule, school schedule, and family obligations and allow plenty of time for each.**

Student Support: Keep in mind the academic resources continually available to you, such the <u>Center for Accessibility Services</u>, <u>RUC Academic Support</u>, and the <u>Harvey Knowledge Center</u> (where online academic coaching is available). The HKC offers face-to-face and phone appointments using Zoom, email appointments, and NetTutor Live and Drop-off services (live tutoring requires webcam and mic/speakers). See more at the Harvey Knowledge Center's <u>Keep Learning</u> page for more resources.

REQUIRED COURSE MATERIALS
Required Course Materials:

RU Bookstore: https://radfordu.bncollege.com/shop/BNCBTBListView?catalogId=10001&langId=-1&storeId=87897

📖 ***Entrepreneurship: The Practice and Mindset, 2nd Edition*** catapults students beyond the classroom by helping them develop an entrepreneurial mindset so they can create opportunities and take action in uncertain environments. Based on the world-renowned Babson Entrepreneurship program, this text emphasizes practice and learning through action. Students learn entrepreneurship by taking small actions to get feedback, experiment, and move ideas forward. They will walk away from this text with the entrepreneurial mindset, skillset, and toolset that can be applied to startups as well as organizations of all kinds. Whether your students have backgrounds in business, liberal arts, engineering, or the sciences, this text will take them on a transformative journey and teaches them crucial life skills.

📖 **SAGE Vantage for Neck, Entrepreneurship: 2nd Edition (SAGE Publishing):** This course requires the use of SAGE Vantage, an online learning environment that includes access to the entire text as well as integrated assignments including multimedia activities and concept-based knowledge checks. As outlined in my course syllabus, assignments will make up a significant part of your overall course grade.

See the PowerPoint file, *Student Vantage Registration Instructions*, on D2L for step by step instructions to register directly with the publisher for this class.

Required Products details

✓ *Entrepreneurship: The Practice and Mindset*, by Heidi M. Neck, Christopher P. Neck, and Emma L. Murray. SAGE Publishing, 2020. ISBN: 9781544319483
  o *Vantage Course ID:* **CHILDE-1187** https://edge.sagepub.com/neckentrepreneurship2e/student-resources

**See the PowerPoint file, *Student Vantage Registration Instructions*,
on D2L for step by step instructions to register for this class.
You can log in to Vantage from D2L or https://vantage.sagepub.com/Login**

NOTE (If you are required to use the RU Bookstore)…RU Bookstore purchase or rent should come with code for Interactive E-book & VentureBlocks Code.

✓ VentureBlocks Simulation, ISBN: 9781506384382 (should already included if you bought from RU Bookstore)
  o Link for our class: https://portal.ventureblocks.com/register-1168-r4P5pyFngt

---

SAGE Vantage Technical Support …Live support is available at 805-410-7080 from:
- Monday – Friday: 8:00 A.M. - 11:00 P.M. EST
- Saturday: 11:30 A.M. – 8:00 P.M. EST;   Sunday: 11:30 A.M. – 11:00 P.M. P.M. EST

If you are having any difficulties **accessing the course**, you may also visit https://sagevantage.softwareassist.com for videos, FAQ's and to log a tech support issue.

You can also speak to a Technical Support Representative by calling **1 (805) 410-7080** for assistance. Calls are answered in about 2 min or less and this is your fastest way to ensure support. Be sure to have your account information ready so a Technical Specialist may assist you. Outside of live support hours you may leave a voicemail with your call back information and/or submit a ticket on the tech support website. Tickets are addressed within 24 hours and you can generally expect a response within hours.

💻 Laptop Requirement: Required and must meet RU COBE standards.

All students taking one or more courses in the Davis College of Business and Economics must have a portable computer (you must be able to bring your computer to class if requested by the instructor of a course). The computer shall…

❖ meet Radford University recommendations, as specified by the Division of Information Technology
❖ run Windows operating system 10 or higher,
❖ be loaded with the most recent MS Office Suite of software applications for the Windows operating system,
❖ be compliant with RU security requirements for access to the RU computing network, including anti-virus software.
   o Notes:
      ▪ If you choose to use a Mac, it must have a dual processor that runs Windows in order to meet the college's laptop requirement.
      ▪ Devices such as ChromeBooks, iPads, and Android tablets do not meet the College laptop requirement as these do not run the Windows operating system.
   o Resources
      • Microsoft Office 365 ProPlus is available free of charge to all current Radford University students. Visit www.radford.edu/office.
      • For more information, please visit the Division of Information Technology website

💻 🎥 Technology Requirements. Class meetings and meetings with me will require the use of Zoom. Completion of Exams on D2L will require Test Proctoring software with the appropriate hardware. For both Zoom and your test proctoring software system each student <u>must</u> have a microphone and a webcam.

❖ **Zoom Technology:** This class will use Zoom, which is a web and video conferencing tool.
   To obtain your basic Zoom account, go to https://radford.zoom.us and click "sign in." Your account is created automatically. Users of university-owned computers with MS Windows will find the client software installer in the Software Center. Others will find the Zoom Client for Meetings at https://radford.zoom.us/download. My Zoom ID is **540 831 5192 and you can reach me while I am on at https://radford.zoom.us/my/schilders.**
   - After installing the client, click sign in with SSO and enter "Radford" as the domain. Once signed in, you are on your way. Apps for iOS and Android are also available.

- Additional Zoom resources can be found at www.radford.edu/zoom.

Please be sure you have Zoom installed and are familiar with using the tool.

Zoom Engagement: Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to:
- show up on time;
- be prepared for our collective work;
- be appropriately attired; and
- try to limit distractions in our individual workplaces.

✓ As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom:
- keep your video on;
- mute yourself when not speaking; and
- focus your attention on the speaker.

✓ Tips for participating in a Zoom session:
- join the meeting early and test speaker, microphone, and camera settings;
- keep speakers away from microphones to avoid feedback;
- use a headset with microphone if possible; and
- do not join a meeting from multiple devices.

Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

❖ **Proctoring Information**: This course will make use of online proctoring tools, Lockdown Browser and Monitor, which are required in order for you to take one or more exams on a Windows or Mac computer equipped with a functional webcam, microphone and <u>high-speed</u> Internet connection. You will be required to display a photo ID to the camera to validate your identity before the exam begins. The Radford University RU Express photo id is the preferred form of identification. Any government-issued photo ID can be used as an alternate. The remainder of the exam session will be recorded and will be reviewed by a proctor and the instructor.
  o Download and find additional information here…Quick Start Guide
   - Missing from Frame: the student could not be detected in the video frame for a period of time
   - Different person in Frame: a different person from whom started the exam may have been detected in the video frame for a period of time
   - Multiple persons in Frame: multiple faces are detected in the video for a period of time
   - An Internet interruption occurred: a video interruption occurred as a result of an internet failure
   - Video frame rate lowered due to quality of internet connection: if a poor upload speed is detected with the internet connection, the frame rate is automatically lowered for the webcam video
   - Student exited LockDown Browser early: the student used a manual process to terminate the exam session early; the reason provided by the student is shown
   - A webcam was disconnected: the web camera was disconnected from the computing device during the exam
   - A webcam was connected: a web camera was connected to the computing device during the exam
   - An attempt was made to switch to another screen or application: indicates an application-switching swipe or keystroke combination was attempted

- Video session terminated early: indicates the video session terminated unexpectedly, and that it didn't automatically reconnect before the exam was completed by the student

fyi, You are required to be in a private setting for your exam. The system will be recording video and audio of you and your surroundings throughout the exam. Prior to taking an exam, you should inform roommates, family members, potential visitors, etc., that the exam session and the surroundings will be recorded. You should ask others to leave the room while you are taking the exam. Any violations of the Standards of Student Conduct observed during the exam session and the course as a whole will be reported to the Student Standards and Conduct Office.

fyi, As part of the university agreement, the vendor has been authorized as an agent of Radford University to access education records protected under the U.S. Family Education Rights and Privacy Act (FERPA) 34 CFR 99. During the examination, you and your actions will be recorded via webcam. Video recordings will be stored on the vendors' systems, with access restricted to authorized personnel only. A review of such recordings will only be permitted for authorized vendor personnel and any party authorized by the University, including the Student Standards and Conduct Office.

fyi, **Support** There are no fees associated with using Respondus Monitor to take an online exam. Students will be required to install the free Respondus Lockdown Browser application and are encouraged to test their equipment (a functional webcam, microphone and high-speed Internet connection) well in advance of any online quiz/exam to ensure their system is functioning appropriately. Please contact the Radford University Technology Assistance Center at 540-831-7500 or www.radford.edu/itonestop to help resolve any problems.

Technology Support: The Technology Assistance Center provides a number of options for students to find answers to common questions and request assistance.
- Find common answers or submit an online support request: www.radford.edu/itonestop
- Phone Support: (540) 831-7500; Monday - Thursday 8 a.m. – Midnight, Friday 8 a.m. - 5 p.m.
- Walk-in Support (Appointment Recommended); Walker Hall 1st floor lobby; Monday through Friday 8 a.m. – 4:45 p.m.

COURSE OBJECTIVES: Upon completion of this course, the student will be able:
- ➢ To understand and explain how innovation determines the success of economies and firms.
- ➢ Identify, classify and demonstrate the elements of innovation.
- ➢ Identify, classify and demonstrate the innovation competencies.
- ➢ Apply innovation process tools to actual innovation challenges
- ➢ Derive recommended courses of action based on innovative solutions.
- ➢ Develop and present business pitches to sell ideas to potential stakeholders

COMPETENCIES DEVELOPED: Much research has been conducted to search for entrepreneurship characteristics. People used to think you were *born* an entrepreneur (why do you think people thought this?). We now know this is not true. Instead, entrepreneurship is more a function of the many experiences we have during our lifetime. Therefore, we must understand who we are (a function of our past) and work to build new experiences in order to develop competencies that will serve you during future entrepreneurial endeavors. Competencies we will strive to develop include[1]:

- ▪ **Empathy**- *better understand the needs of those around us[2]*
- ▪ **Initiative**- *ideas are fine, but execution is what matters.*
- ▪ **Perseverance**- *it is not going to come easy- stick to it,*
- ▪ **Creative problem solving**- *lots of exercises and experiences here,*
- ▪ **Opportunity recognition**- *you will have to screen ideas,*
- ▪ **Decision making during uncertainty**- *how to implement an idea when you don't have all the information,*
- ▪ **Risk taking**- *it's about calculated risk, step outside your comfort zone,*
- ▪ **Team building**- *Building the right team is an important step for entrepreneurs. After all, you are bounded rationally. You will work on your project with a teammate,*
- ▪ **Persuasiveness**- *you will pitch your business idea,*
- ▪ **Negotiating**- *you will work with partner to decide on which idea to implement,*
- ▪ **Communication skills**- you will *need to communicate with multiple stakeholders, each possibly placing different demands upon you: me, your partner, classmates, and your network members,*
- ▪ **Planning and goal setting during uncertainty**- *you will plan and set goals for your idea,*
- ▪ **Networking**- *you will need to seek the advice of others to excel*
- ▪ **Managing of time and stress**- *the more you put into it, the more you will get out of this class. However, that does cause some discomfort.*


---
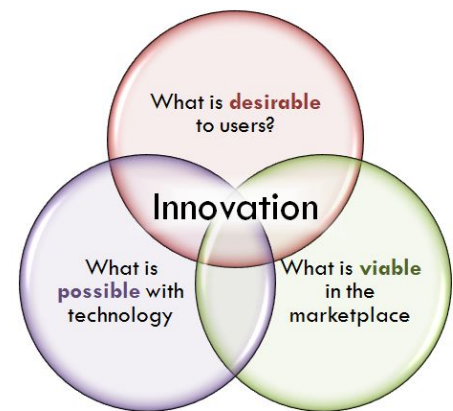
[1] Gibb, A.A. (2008) *Empowerment through enterprising Competencies: A research based developmental program.* Paper presentation at the 2008 Academy of Management Conference in Anaheim, CA.
[2] Childers

GRADING:

Activity	#	Points Total
Vantage Knowledge Checks	Top 15/18	75
Vantage Multimedia	Top 15/18	75
Exam1		50
Exam 2		50
Exam 3		50
Assignments		300
VentureBlocks		100
Innovation Challenge		200
Attendance		100
Total Points		**1,000**
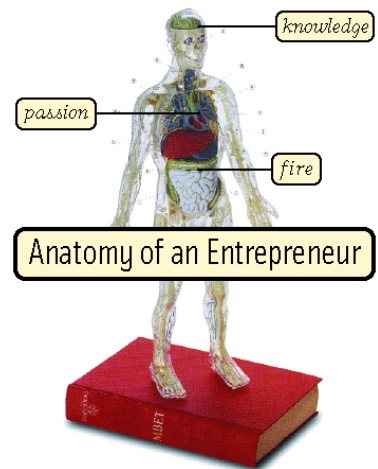
Extra Credit Opportunities

Innovation Challenge Winners	5/10/20
MindSumo Submission	up to 50

Letter Grades Earned (and Classification) are based on the total points you earn

A (Outstanding):	> 895 pts		
B (Above Average):	795-894 pts	D (Below Average):	595-694 pts
C (Average):	695-794 pts	F (Not Acceptable):	< 595 pts

Scores will be posted to your D2L account as soon as possible to help you track your class performance. Scoring and grading concerns should be discussed with me **immediately**, not at the end of the semester. *If, after one week, you do not notify me regarding an error of grade input, I reserve the right not to reconsider the posted grade.*

Requirements Overview: *(i= individual assignment; g= may work with one other student)*

🏳 **Vantage Knowledge Checks (i)- 75 points**

As you complete your readings on the SAGE Vantage system, you will encounter Knowledge Checks at the end of each knowledge point. A series (usually 3-6) questions will be asked at each of these points. Each chapter may contain 6 to 10 "checks." You will be able to earn up to five (5) points for the successful completion of each question of these knowledge checks. I will take the top 15 scores from the 18 chapters (1-16 & A&B). No late entries will be accepted.

🏳 **Vantage Multimedia (i)- 75 points**

As you complete your readings on the SAGE Vantage system, you will encounter video and other multimedia exercises at the end of selected knowledge points. A series (usually 3-4) questions will be asked at the completion of watching these videos. Most chapters contain one or two of these multimedia exercises. You will be able to earn up to five (5) points for the successful completion of each group of these video activities. I will take the top 15 scores from the 18 chapters (1-16 & A&B). No late entries will be accepted.

⚑ **Exams (i) – 3@ 50 points/each**

 Three exams are scheduled for text, lectures, videos, discussions, and/or readings as indicated on the course schedule. The purpose of the exams is to identify the extent to which you learned the concepts, tools, and models presented in class. The exams will each consist of 50 multiple-choice questions with each exam counting 50 points. You will complete these exams on D2L and Respondus Lockdown Browser and Monitor will be required.

 Be sure to have Respondus Lockdown Browser and Monitor, along with the latest virus definitions, loaded well in advance of the due date for your examinations. You can find instructions for obtaining Lockdown Browser and Monitor [here](#). I will post a practice test onto D2L so you can make sure your system is working before the exam. Head's up… the completion of the practice test can earn you extra points!

 You are allowed to use a one-page, front/back, "cheat sheet" for each exam. If you use a "cheat sheet" you must show it to the camera (slowly, front and back) <u>before</u> taking the exam while you are showing your testing environment. This is the ONLY resource that you are allowed to use! Your video <u>will</u> be reviewed. Your eyes should be looking at the monitor at all times. NO glancing off to the side NOR down during the exam. NO hats should be worn. Violators will be severely punished to include failure of the course and possibly dismissal from the institution.

⚑ **Assignments (i/g)- 300**

 Entrepreneurship is about doing…it is juggling multiple priorities and meeting deadlines. Therefore, this course is set up to reflect the hectic, deadline oriented, entrepreneurial lifestyle. A series of course assignments have been created that are intended to help you build and practice skills.

 o **Resume Pitch (i)- 25**…The objective of this assignment is for you to introduce yourself to the group and for us all to get to know each other. Located on D2L Discussion Board.

 o **Self-Assessment Exercise (i)- 75**…Self-assessments are valuable tools in that they can help individuals better understand themselves and how they relate to the world. Located in D2L Assignments page.

 o **Social Solutions Assignment (i/g)- 25**…What are the major issues that concern you? Learn how to discover issues and start building research skills. Located in D2L Assignments page.

 o **Observations & Insights (i/g)- 50**…Practice and apply the AEIOU Dimension Spreadsheet. Located in D2L Assignments page.

 o **What Bugs You? (i/g)- 25**…turn your entrepreneurial alertness antennae on! What annoys you? Located in D2L Assignments page.

 o **Building Solutions (i/g)- 50**…Based on problems you identified, what are the opportunities you can do something about? Located on the D2L Assignments page.

 o **Financial Skills Exercise (i/g)- 50**…Learn and hone your understanding of basic financial statements. Located in D2L Assignments page.

⚑ **VentureBlocks(i) – 100** located at https://ventureblocks.com/

 VentureBlocks is an engaging 3D experience for students to practice interviewing customers in order to identify needs that lead to business opportunities! VentureBlocks was developed because entrepreneurship students jump into business ideas without first understanding what customers need. Through the simulation, students practice customer interviews, and get better at talking and listening. The simulation ends when they take what they learned from the interviews, create customer insights, and identify potential business opportunities. Students learn what questions to ask and get instant feedback

when they ask the wrong question. When they're done, they'll be ready to self-diagnose their conversations in the real world.

VentureBlocks was designed with a specific set of learning objectives. Through playing VentureBlocks students will:

1. Develop a better understanding of approaching opportunity creation through the identification of customer needs.
2. Practice interviewing potential customers including: a. Approaching strangers and starting a conversation. b. Asking good open-ended questions to get useful and relevant information. c. Identifying bad questions that would make real-world customer interviews unsuccessful. d. Feeling rejection when someone does not want to engage in a conversation.
3. Improve listening and observation skills to identify the needs of potential customers and build strong customer insights.
4. Cultivate pattern recognition skills to identify potential opportunities that meet the needs of multiple customer types.
5. Distinguish between needs, customer insights, and solutions.
6. Apply learning from unsuccessful attempts to future attempts and develop an appreciation for the necessity of iteration.
7. Reflect on both successes and failures through built-in debrief questions.

⌶ **Innovation Challenge (i/g)- 200 points**

So…you think you are ready to take on the world!? Well, prove it! Complete rules and details are forthcoming, but you/your team will be expected to research and present a Problem (worth 50 points), then build a Solution (50 pts) and finally present this solution to your class (50 pts). Each of you will have the opportunity to provide feedback on the creations of your classmates by evaluating their entries (25/2).

  o **Issues/Problem ID PowerPoint (i/g) - 50 Points**

  A problem well stated is half-solved (Kettering). Too often innovators focus on what they CAN do, not what there is a NEED to do. This assignment is designed to direct your attention to the underlying issue(s) you are trying to solve. Only when you are seeking to solve the right problem can you solve the problem effectively. Through empathy tools, you can broaden the definition of your problem and open up the possible range of solutions. You will find resources to help you conduct Secondary and Primary research on your problem. You will then submit your Issue/Problem findings in a PowerPoint presentation. I and your classmates will evaluate. Extra points will be provided to those deemed "best" by me and your classmates.

  o **Solution PowerPoint (i/g)– 50**

  Entrepreneurship is about the creation and execution of profitable, viable, value-added solutions. Create win-wins…a venture that pleases both the principles, customers, and community. This assignment will require you to build upon the problem you identified in the Issues/Problem session to create a viable solution. Research and build that solution using the Business Model Canvas.

  o **Solution Pitch (i/g)– 50**

  You and your team will present your solution idea to the class--LIVE-- during the course scheduled exam time: Tuesday, April 27 at 2:45. Can you convince your classmates that you and your team have created the best, bankable, idea? Extra points will be provided to those deemed "best" by me and your classmates.

  o **Entry Evaluation (i)– 25x2**

  You will be asked to evaluate both the Problem Identification and Solution pitches made by your classmates. Each of these evaluations will be worth 25 points.

⌶ **Class Attendance (i)- 100 points**

You are expected to attend each scheduled class session. Attendance will be taken for each session. At times, this will simply be recognition of attendance. More often, however, there will be required some action submitted on your part forcing you to think and respond to the covered topic.

Additionally, each of you is expected to hold at least two zoom appointments with me to discuss projects or assignments. Each of these expected discussions will count as an expected "class attendance."

🏳 **Spring 2021 Extra Credit Opportunities**

o **Innovation Challenge Winners.** For both the Problem submission and Solution Pitch, the top three entries- based upon a combination of the student and my vote- will receive extra credit. 20 points for the winner, 10 for second place and 5 for third place.

o **MindSumo Challenge (i)– up to 50 Points**

According to its website: (https://www.**mindsumo**.com/) **MindSumo** *connects college students and companies. Solve challenges to prove your skills, win cash prizes, and land jobs.* In essence, companies provide challenges that it wants today's young and brilliant college students- folks like you- to tackle. Winners are awarded cash issued through MindSumo. As an extra credit opportunity this semester, you may choose a problem from the MindSumo website, research the situation, and craft a solution that you will submit to both MindSumo and me by Thursday, April 8.

Deliverable: MindSumo Challenge Report (See assignment structure on separate document on D2L)

CLASS RULES, HELPS, AND ADDITIONAL INFORMATION

COVID RELATED

Student Health: Students are expected to complete the University's Daily Symptom Tracker. The guidance provided upon submission of the survey should be used to determine and guide actions related to monitoring one's health. The Daily Symptom Tracker is available on RU Mobile and the MyRU Portal.

Face Coverings: Under Governor Northam's Executive Order 63 and Radford University's Fall 2020 Campus Reopening Plan, all campus community members are required to wear a face mask or covering when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as public areas of residence halls, dining halls, Radford Transit and while conducting business on campus. Radford University is providing faculty, students, and staff members with two washable cloth face masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect students to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose), while in our academic spaces, including classrooms, computer labs, centers, and departmental suites. Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Dr. Iain Clelland- Chair of the Department of Management. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

DISABILITY ACCOMODATIONS: Students seeking academic accommodations under the Americans with Disabilities Act must register with the Center for Accessibility Services (CAS) to determine eligibility. Students qualified for academic accommodations will receive accommodation letters and should meet with each course professor during office hours, to review and discuss accommodations. To begin the registration process,

complete a Student Registration Form and submit documentation to PO Box 6902, Radford, Virginia 24142, or deliver to the Russell Hall, Room 325, by fax to 540-831-6525, or by email to cas@radford.edu (See documentation guidelines). For more information, visit the Center for Accessibility Services (CAS) website or call 540-831-6350.

HARRASSMENT POLICY: Sexual, racial, or any harassment will not be tolerated in our Learning Space. If you have a complaint, please inform me, the Management Department Chair, the College of Business and Economics Dean, or the RU EEO/Affirmative Action Office.

Our classroom provides an open space for the critical and civil exchange of ideas. I ask all students to help to create an atmosphere of mutual respect and sensitivity.

ACADEMIC INTEGRITY: (from: http://www.radford.edu/content/student-conduct/home/about.html)

Radford University is committed to fostering an environment that is; safe and secure; inclusive; and conducive to academic inquiry, free expression, student engagement, and student success. An academic community exists on the basis of shared values and principles. At the University, student members of the community are expected to uphold and abide by these values and principles that form the basis of the *Standards of Student Conduct*. These *Standards* are embodied within a set of core values that include integrity, fairness, respect, trust, freedom, community, and responsibility. When student members of the community fail to exemplify these values, student conduct proceedings are used to assert and uphold the *Standards*. All students are expected to assume responsibility for their conduct. The student conduct process exists to protect the interests of the University community, and to educate and respond to those students whose behavior is not in accordance with the *Standards*.

Any student that does not uphold these standards will be reported. Possible repercussions may occur at the assignment, class, university or community level.

Other Class Rules and Course Policies

1. All work for this class will be presented in Management Acceptable Format. This means that all papers will be **CORRECT** for grammar, spelling, punctuation, and typing style. (See http://www.wsu.edu/~brians/errors/errors.html for common errors.) Your work will be graded for **BOTH** content and appearance.
    ➢ **No plagiarism**. Your library provides an excellent guide to understanding and avoiding plagiarism (http://lib.radford.edu/Tutorial/XI/plag.asp). I encourage you all to read this carefully. Cases of plagiarism will be dealt with severely.
2. All written work **MUST** be in **TYPED** form--12 point pitch, double spaced, 1-inch top, bottom, and side margins, 8 1/2 by 11 inch paper, and stapled. Electronic documents should be submitted in PDF format. Be sure to include your name in the file name of submissions.
3. There are no substitutions for the grading requirements. If you are absent, you receive a zero for the day's graded activity. You cannot make up the grade for that day. Some slack is built into the grading system. This slack is to be used for both excused and unexcused absences. You must notify the instructor and provide documentation for all absences to receive special consideration later in the course.