

Course Number: BA 4760

Course Title: Venture Lab

Course Description:

Venture Lab requires students to operationalize frameworks for idea generation, feasibility, study analysis, market research, or business plan development; propose their project using the appropriate framework and expectations; and complete a semester-long experiential learning project.

Prerequisites: BA 3760 or concurrent enrollment.

Credit hours: 3

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

1. Conduct idea generation and business model evaluation.
2. Demonstrate competencies in business feasibility analysis.
3. Evaluate a business concept through opportunity screening and financial analysis.
4. Demonstrate knowledge of integrated business planning for an organization.
5. Discuss the importance of entrepreneurial talent and resource constraints in business success.
6. Conduct primary and secondary research important to performing due diligence for the course project.
7. Network with entrepreneurs and leaders to successfully complete the course project.

College of Professional Studies
BA 4760 Venture Lab
Online Course Syllabus

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Textbook

Spinelli Jr., S., & Adams, R. (2012). *New venture creation: Entrepreneurship for the 21st century* (9th ed.). New York, NY: McGraw-Hill Irwin.

Grading Events & Grading Criteria

Unless otherwise specified, all assignments must be submitted via Blackboard.

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| Course Preparation 1 @ 20 pts | 20 pts. |
| Student Interactivity Exercises 5 @ 100 pts. each | 500 pts. |
| Midterm Exam 1 @ 150 pts. | 150 pts. |
| Discussion Board Posts and Responses 2 @ 20 pts. each | 40 pts. |
| Final Exam 1 @ 150 pts. | 150 pts. |
| Total: | 860 pts. |

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| Student Interactivity Exercises | <p>Each module's lecture contains an audio file with PowerPoint Presentation. Within each PowerPoint file are specific activities that you are required to complete, in order to develop a working knowledge of key concepts and terms within the module. You must listen to the entire lecture for each module in order to be able to complete the student interactivity work. The Student Interactivity Exercise due dates are listed in the Course Schedule; click on the link in the Assignments area for the respective module to submit your work.</p> <p>*Student Interactivity Exercises are worth 100 points possible per assignment; total of 500 points possible for the course.</p> |
| Midterm Exam Research & Writing Assignment | <p>This work requires you to reflect on the modules you have just completed, and utilize important terminology and concepts in the module to specifically answer the questions. Please do not re-type the questions in the book when you type up your answers in a Microsoft Word (Word) document; do include the scenario and the question number for each answer. The Word document is to be uploaded to the assignment link in Blackboard; look under each module, then click on the assignment tab, and the assignment; follow directions to upload your work. The assignment due dates are listed in the Course Schedule; click on the link in the Assignments area for the respective module to submit your work.</p> <p>*The Midterm Research & Writing Assignment is worth 150 points possible.</p> |

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| Discussion Posts and Responses | <p>The discussions include a self-introduction and an initial post and response posts. Each discussion board assignment typically consists of two: your initial posting to the discussion board per the question assignment, and your responses to your classmates' work. Your postings need to be substantive and include chapter ideas and concepts to support your answers. You may also include any professional experiences to enrich the discussion. To complete these discussion board assignments, your response to your classmates' postings is required by midnight of the last day of each module. This includes a substantive reply to the response post that considers all of your fellow students' initial posts. Substantive replies significantly add to the discussion by building on their comments, suggesting alternative solutions, pointing out problems, and even constructively (and respectfully) disagreeing. The Discussion Post & Response due dates are listed in the Course Schedule; submit your posts through the link in the appropriate Assignments area in the specific module in which you are posting/responding.</p> <p>*Discussion Post and Response assignments are worth 10 points possible per assignment; total of 20 points possible for Discussion Posts and total of 20 points possible for Discussion Responses.</p> <p>Total of 40 points possible for the course.</p> |
| Final Exam Research & Writing Assignment | <p>The final exam requires each student to complete a comprehensive project focusing on applications of the entrepreneurial processes of: idea generation, feasibility study analysis, market research, and business plan development (Bekaert's processes of idea generation, feasibility study, research project, and development project). This project will address strategic concepts explored throughout the course, and may be completed by using a case study or an actual approved client. Each student will be required to prepare a paper and presentation. The Final Exam due date is listed in the Course Schedule; click on the link in the Assignments area for the respective module to submit your work.</p> <p>*The Final Exam Research and Writing Assignment is worth 150 points possible for the course.</p> |

Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

| Percentage Achieved | Grade | Percentage Achieved | Grade | Percentage Achieved | Grade |
|---------------------|-------|---------------------|-------|---------------------|-------|
| 93% or above | A | 80% or above | B- | 70% or above | C- |
| 90% or above | A- | 77% or above | C+ | 60% or above | D |
| 87% or above | B+ | 73% or above | C | Below 60% | F |
| 83% or above | B | | | | |

Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
 - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
 - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
 - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed.

The deadline cannot go past one (1) session. All incomplete grades and deadlines are subject to approval by the designated university authority.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor, and classmates, is by using the Send Email function from the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor sent to you will be

delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor

Learning Objective-Driven Content

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| | Objective | Chapter(s) | Critical Topic Areas |
|---|--|--------------------------------|--|
| 1 | Demonstrate a comprehensive understanding of the entrepreneurial processes of idea generation, feasibility study analysis, market research, and business plan development (Bekaert's processes of idea generation, feasibility study, research project, and development project). * | 3, 5, 6, 8, 11, 13, 14, 15, 16 | The entrepreneurial mind; entrepreneurial reasoning; the entrepreneurial processes; the higher-potential venture; the Timmons Model: where theory and practice collide in the real world; value creation; creating, shaping, recognizing, and seizing the opportunity; new venture realities; pattern recognition; screening venture opportunities; gathering |
| 2 | Identify various venture opportunities and conduct a systematic analysis of which alternative best fits the entrepreneur and resource constraints (Bekaert's processes of idea generation and feasibility study). * | 3, 5, 6, 8, 11, 13, 14, 15, 16 | Preparing the business plan; the entrepreneurial approach to resources; analyzing financial requirements; how entrepreneurs turn less into more; evaluating a franchise; franchisor as a high-potential venture; franchise relationship model; entrepreneurial finance |
| 3 | Conduct and present final projects in idea generation, feasibility study analysis, market research, or business plan development that analyze and include strategic recommendations on major areas including: market niche, customer relationship management, operations management, business diversification, opportunity-driven growth, contingency planning, entrepreneurial leadership, financial strength, competitive intensity, research and development requirements, culture of learning and innovation, and change management (Bekaert's processes of idea generation, feasibility study, research project, and development project). * | 3, 5, 6, 8, 11, 13, 14, 15, 16 | Venture opportunity screening; opportunity concept and strategy; the venture opportunity profile; opportunity-shaping research; customer contact research; mining the value chain; economics of the business; capital and harvest; competitive landscape strategic analysis; founders' commitment; flaws, assumptions, and downside consequences; action steps for screening venture opportunities; preparing the business plan; the entrepreneurial approach to resources; franchising as an entrepreneurial model; venture financing; crafting financial and fundraising strategies; financial strategy framework; obtaining venture and growth capital; valuation, structure, and negotiating the deal; obtaining debt capital |
| 4 | Conduct primary and secondary research important to performing due diligence for the project (Bekaert's processes of feasibility study, research project, and development project). * | 3, 5, 6, 14, 15, 16, 17, 19 | Finding ideas; drivers of new entrepreneurial opportunities; gathering information; conducting entrepreneurial research; industry and market issues; industry and trade research; guides and company information; journal articles via computerized indexes; market |

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| 5 | Review and analyze financial statements and projections (as appropriate) for prospective investors (Bekaert's processes of feasibility study and development project).* | 14, 15, 16 | Determining capital requirements; financial life cycles; financial/accounting systems, practices, and controls; quantitative and non-quantitative signals. |
| 6 | Network with entrepreneurs and leaders in the disciplines to successfully complete the capstone project. | As opportunities arise, or as arranged; see Dr. Staci Lugar Brettin for details. | |

Examples of Performance at Each Grade Range

Examples of performance at each grade level have been provided by:

Elder, L., & Paul, R. (2014). *How to improve student learning*. Tomales, CA: The Foundation for Critical Thinking.

| The Grade of A |
|---|
| <p>A-level work implies excellence in thinking and performance with the domain of a subject and course.</p> <ul style="list-style-type: none"> ○ It also implies development of a range of knowledge acquired through critical thought. ○ The work at the end of the course is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning. ○ In A-level work, terms and distinctions are used effectively. ○ The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes. ○ The A-level student usually analyzes issues clearly and precisely, usually formulates information clearly, usually distinguishes the relevant from the irrelevant, usually recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows a general tendency to reason carefully from clearly stated premises, as well noticeable sensitivity to important implications and consequences. ○ A-level work displays excellent reasoning and problem-solving skills. ○ The A student's work is consistently at a high level of intellectual excellence. <p>Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning "The student displays achievements within each [critical thinking, creativity, and continual learning] outcome as evidenced with the following frequency and depth:</p> |
| The Grade of B |

The essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work. It has some distinctive weaknesses, though no major ones.

- The grade of B implies sound thinking and performance within the domain of a subject and course.
- It also implies development of a range of knowledge acquired through critical thought, though this range is not as high as A-level work.
- B-level work at the end of the course is, on the whole, clear precise, and well- reasoned, though with occasional lapses into weak reasoning.
- On the whole, terms and distinctions are used effectively.
- The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes.
- The student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view.
- It shows a general tendency to reason carefully from clearly stated premises, as well as noticeable sensitivity to important implications and consequences.
- B-level work displays good reasoning and problem-solving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

“The student displays achievements within each outcome as evidenced with the following frequency and depth: often, but inconsistently and sometimes superficially (earning 80% to 89% of the grading event’s point value)” (Elder and Paul, 2007).

The Grade of C

The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths.

- The grade of C implies some development of knowledge acquired through critical thought.
- Thus C-level work at the end of the course shows some emerging thinking skills within the subject, but also pronounced weaknesses.
- Though some assignments are reasonably well done, others are poorly done; or at best are mediocre.
- There are more than occasional lapses in reasoning.
- Thought terms and distinctions are sometimes used effectively, sometimes they are used quite ineffectively.
- Only on occasion does C-level work display a mind taking charge of its own ideas, assumptions, inferences, and intellectual processes.
- Only occasionally does C-level work display intellectual discipline and clarity.
- The C-level student only occasionally analyzes clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, reasons carefully from clearly states premises, or recognizes important implications and consequences.
- Sometimes the C-level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it.
- On the whole, C-level work shows only modest and inconsistent reasoning and problem-solving skills and sometimes displays weak reasoning and problem-solving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

- “The student displays achievements within each outcome as evidenced with the following frequency and depth sometimes, but with limited understanding (earning 70% to 79% of the grading event’s point value)” (Elder and Paul, 2007).

The Grade of D

The essence of D-level work is that it demonstrates only a minimal level of understanding and skill in the subject.

- The grade of D implies poor thinking and performance within the domain of a subject and course.
- On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding.
- On the whole, the students is not developing the skills of thought and knowledge requisite to understanding course content.
- Most assignments are poorly done.
- There is little evidence that the students is critically reasoning through assignments.
- Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it.
- D work rarely shows any effort to take charge of ideas, assumptions, inferences, and intellectual processes.
- In general, D-level thinking lacks discipline and clarity.
- In D-level work, the student rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never reasons carefully from clearly stated premises, or recognizes important implications and consequences.
- D-level work does not show good reasoning and problem-solving skills and frequently displays poor reasoning and problem-solving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

“The student displays achievements within each outcome as evidenced with the following frequency and depth: rarely (earning 60% to 69% of the grading event’s point value)”

(Elder and Paul, 2007).

The Grade of F

The essence of F-level work is that the student demonstrates a pattern of unskilled thinking and/or fails to do the required work of the course.

- The student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding.
- The student is not developing the skills of thought and knowledge requisite to understanding course content.
- Here are typical characteristics of the work of a student who receives an F.
- A close examination reveals the student does not understand the basic nature of what it means to think within the subject of discipline, and in any case does not display the thinking skills and abilities which are at the heart of the course.
- The work at the end of the course is vague, imprecise, and unreasoned as it was in the beginning.
- There is little evidence that the student is genuinely engaged in the task of taking charge of his or her thinking.
- Many assignments appear to have been done pro forma, the student simply going through the motions without really putting any significant effort into thinking his or her way through them.
- Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identifying key questionable assumptions, not clarifying key concepts, not identifying relevant competing points of view, not reasoning carefully from clearly stated premises, or tracing implications and consequences.
- The student's work does not display discernible reasoning and problem-solving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

“The student displays achievements within each outcome as evidenced with the following frequency and depth: virtually never (earning less than 60% of the grading event's point value)” (Elder and Paul, 2007).

Major Course Concepts

Visual Representation for Entrepreneurial Venture Processes and the Major Course Concepts: Bekaert. (2013). Innovation. Retrieved on February 21, 2014 from <http://www.bekaert.com/en/About/technology/Innovation.aspx>

