

ECON 325/325H

Entrepreneurship: Principles & Practice

Section 11:30-12:45pm T/Th

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COURSE OBJECTIVE Turn an idea into an enterprise

Consumer Insights

Weeks 1-7



Learning Objectives

1. Create prototyping skills for idea validation & marketing
2. Execute design sprint to reinforce understanding of design thinking

Deliverables

A. Prototyping & Marketing Website (20% grade)

8/30/20

B. Design Sprint Presentation & Website (25% grade)

9/25/20

Strategy

Weeks 8-11



Learning Objectives

1. Execute opportunity recognition process with an understanding in classic strategy, market intelligence gathering and trend report/blog
2. Translate strategy to execution plans as applied to high growth environments

Deliverables

C. Strategic Report (20% grade)

10/20/20

Finance

Weeks 12-16



Learning Objectives

1. Develop monthly cash flow forecast using a library of forecast models
2. Document how fundraising works

Deliverables

D. Cash Flow Forecast Case Study (15% grade)

11/10/20

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F. what i learned video/Effort/Quizzes 20% grade)

11/12/20



Rubric

Total	100
Rapid Prototyping & Marketing Project	20
Design Sprint Presentation	25
Strategic Report	20
Cash Flow Build 1	15
Class Effort/LinkedIn Learning/LI Posts/Video	20

Deadlines

Website (20% grade)

8/30/20

Design Sprint Presentation (25% grade) **9/25/20**

Strategic Report (20% grade)

10/20/20

Cash Flow Forecast (15% grade)

11/10/20

what i learned video/Effort/Quizzes (20% grade)

11/12/20

Description

The course is designed to help students turn an idea into an enterprise. We will execute a design sprint to reinforce the understanding of the ideation and validation process. Students develop high resolution ideation and marketing skills. We delve into classic strategy principles by applying them given new market and technology trends. Finally, we develop a street smart version of finance

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through cash flow forecasting and core fund raising techniques. By the end of class, students will be able to discover, ideate, validate and accelerate ventures.

Grading will largely be determined by student effort. The class is taught mostly in a flipped classroom, group experiential learning environment. Class participation and being a solid group contributor are essential for grading success. The class will use tutorials, examples and templates extensively. Low stakes quizzes will be used as a recall tool. The primary communication tool is Slack.

Honors students will complete an Honors Carolina design sprint in addition to the regular course work.

What you will get out of this class

Deliverables

1. Create compelling narratives for prototyping and marketing in different mediums. You will be able to create videos, audios, striking infographics, websites, 3D designs, mobile/web wireframes and amazing presentations
2. CONSUMER INSIGHT: Complete a design sprint - ideation, validation and marketing
3. STRATEGY: Recognize opportunities with tools in strategy, market intelligence and execution
4. FINANCE: Create a cash flow forecast for most types of businesses & know fundraising basics
5. Have that 10% edge which will differentiate you from others in the job market and life

Skills

You will be able to include these on your resume and LinkedIn Profile along with a portfolio of work

1. Video editing
2. Audio editing
3. Infographic
4. UI/UX Design
5. Website
6. Wireframes
7. Market Research
8. Social Media
9. Data Analytics/Chart Creation
10. Personal Brand Building
11. Job/Internship Search
12. Cash Forecasting
13. Negotiating Skills

How to get an A

1. Attend every class or notify professor or TA in advance of acceptable absence

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2. Double check grading rubric to ensure that you have included the correct material
3. Put considerable effort into each of the projects
4. Submit projects in advance of deadline
5. Be a big contributor in the group projects
6. Actively participate in class and on blog posts

Why to drop this class (or completely commit)

We want to ensure that there is a great fit between the student and course.

1. Covers a lot of knowledge and skills needed to make a difference. You will have to put in considerable effort, especially in the first few weeks
2. Is not a traditionally designed course of lecture, paper, mid term and final. You will spend considerable time executing in groups and some time self-learning
3. Requires significant class participation in speaking, group projects and writing blog posts
4. Will start with considerable work and then the load will lighten. The goal is to manage your study load during the semester as your other classes step up in load.
5. Will feel hectic and unstructured at times. You may be required to iterate tasks and pivot ideas quickly. Getting repetitions done is the only path to mastery. Entrepreneurship - and life - requires getting comfortable in operating with imperfect information and correcting mistakes.

Class rubric includes five deliverables in ideation, strategy, finance. Class attendance and effort is key..



Module 1 - Ideation

Weeks 1-7

Learning Objectives

1. Create rapid prototyping skills for idea validation & marketing
2. Execute design sprint to reinforce understanding of design thinking

Deliverables

- | | |
|---|---------|
| A. Rapid Prototyping Website | 8/30/20 |
| B. Design Sprint Presentation, Infographics & Website | 9/25/20 |

Discussion: The semester starts with a heavy lift as we develop key ideation & marketing skills to serve as the foundation for projects during the semester.

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Class 1 8/11

Objective Introduce Course & start rapid prototyping and marketing skills with video & audio

Learning Activities

1. Introduction
2. Sign up to Class Roster [11:30-12:45pm](#)
3. [Sign up to Slack](#)
4. Introduction to the Creative Brief
5. Record video & audio

Video Template ([Example](#))

1. What is your origin story? (<3 min)
 - a. Choose 2-3 qualities about yourself. Craft a narrative based on your life experiences that support the 2-3 qualities. Start with a hook - a compelling fact about you to get interest

Possible Qualities

Sincere	Honest	Understanding	Loyal	Truthful		
Trustworthy	Intelligent	Dependable	Open-Minded	Thoughtful	Considerate	
Reliable	Warm	Earnest	Kind	Happy	Unselfish	Funny
	Trusting	Analytical	Clever	Helpful	Grateful	
Imaginative	Disciplined	Enthusiastic	Level-Headed	Original		
Forgiving	Resilient	Ambitious	Conscientious	Patient	Resourceful	
Perceptive	Ethical	Generous				

2. Explain what you will be doing after you graduate? (<1 min)
3. What would you do if your plan A did not work after 1 year? (<1 min)

Audio Template ([Example](#))

1. What personal experiences define you the most? (<2 min)
2. What is a recent setback and how did you overcome it? (<2 min)
3. What would you do specifically if you did not have to worry about money? (<2 min)

Homework

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1. Develop **personal creative brief & logo** Make a copy of [Creative Brief](#) and watch this video. Sign up free to [VCTR](#) to create logos after you watch this [tutorial](#) Upload logo to class roster due **8/18**
2. Create a **3 segment video** (intro with music, segment, transition, segment, transition, segment, outro with music) in Premiere Rush using this [tutorial](#) due **8/18** Upload YouTube url under your name in the class roster. Place your personal website once created.
3. Create **3 segment audio** (intro with music, segment, transition, segment, transition, segment, outro with music) in [Audacity](#) using this [tutorial](#) due **8/20** Place your your personal website once created.

Class 2: 8/13

Objective: Introduce Adobe Spark and Canva Infographics

Learning Activities

1. Walk through Adobe Spark and Canva
2. Introduce and Select Trends for Infographic and LinkedIn post. Check out [25 Tech Predictions for 2020](#) and [20 tech trends for 2020](#) Choose a topic in which you are interested. Gather 2-3 articles.
3. Work on video, audio and personal brief

Homework

1. Complete [Discovery Toolkit](#) by **8/20**
2. Finish **21st Century Trend infographic** by **8/21** Gather 3-4 relevant articles and create infographic. Save in your personal website once created.
3. Read what makes a [Great LinkedIn page](#)
4. Set up [Wix account](#) and read what makes a [Great personal website page](#) and [Examples](#)

Week 2

Class 3 8/18

Objective Create a great LinkedIn profile and Personal Website

Learning Activities

1. Review LinkedIn profiles & personal website examples
2. Set up personal website on Wix

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3. Project time

Website Checklist ([Example](#))

Homepage

- Video
- Audio
- Written Description
- Work experience
- Education Highlights
- Picture Gallery (Add photos that best represent your identity)

Work Tab

- Standard Resume
- LinkedIn Screenshot
- XD Design Screenshot
- 2 Tinkercad Designs Screenshot
- 21st Century Trend Infographic
- Cash Flow Statement (due later in semester)

Blog

-Trend Blog weekly post on website and LinkedIn (~100 words)



RUBRIC

Rapid Prototyping & Marketing Project	20
Video	4
Audio	3
Written Description/Work/Education/Pictures	2
LinkedIn Screenshot/Infographic	2
3D Design	2
XD	2
Effort	5

Homework

1. Create & Refine LinkedIn Profile by 8/25. Save screenshot of profile bio on personal website
2. Finish and submit first draft of Personal Website by 8/27. Save Wix link in the #personalwebsites channel

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3. Post infographic Post on #cooldesigns channel on slack.
4. Review XD and Tinkercad tutorials. Share your projects asap.

Class 4 8/20

Objective Complete 1 design in XD and 2 designs in 3D

Learning Objectives

1. Introduce XD on Adobe Creative Cloud
2. Review 3D design in [Tinkercad](#)
3. Project time

Homework

1. Finish XD design by 8/26 Upload to personal website
2. Complete 2 3D Printing designs by 8/26 .Upload to personal website

Week 3

Class 5 8/25

Objective Prepare for personal website submission

1. Project Time

Homework:

1. Watch [Design Thinking](#) and [Define](#)
2. Identify 3 people (entry, mid, high level) who work in areas in which you want to work

Submission: Rapid Prototype Website link on Slack channel by 6pm 8/30

Class 6 8/27

Objective Refresh on Ideation (design thinking) process

Learning Activities

1. Introduction to Design Thinking
2. Review How Might We statements and Empathy Maps

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3. Introduce Zoom and Project Plan
4. Organize in Groups based on Topic

Ideation Project Objective How University Career Services can offer world class career placement services

After forming groups and selecting topics, we will conduct a design sprint where users and stakeholders are interviewed, research best practices and design a prototype to test with users. Deliverables include a presentation, video, audio and prototype.

Topics

Website	Resume Building	Career Research	Career Counseling
Social Media	Skills Development	Internship	Alumni Outreach
Events	Interviewing	Where are the pain points	
Improve UCS Branding		Student suggestions	

Fall 2020 ECON/US Project Ideas	
<u>Need</u>	<u>Description</u>
Four-Year Plan/Individualized Career Development Plan: Option 1	Are the year-to-year steps responsive to the developmental needs of students within each stage? Are relevant modules, assessments, tasks, and resources recommended for each stage clear and add value in relation to academic/career exploration and decision-making? What are possible gaps?
New Student E-Learning Module: Your First Steps with UCS: Option 2	Does this content provide new Freshman and Transfer students with an understanding of UCS, our resources, and how they can begin engagement in their career planning process?
UCS Resources, Services, & Events Promotion and Visibility: Option 3 and Option 4	What do students know about UCS? Are our promotional efforts and marketing outlets effective/visible? What do students' feedback regarding our Career Readiness Newsletter (Nadia)? How else might students like to receive information about UCS?
Website Student User Experience: Option 5 and Option 6	Are concepts and resources inclusive of the needs and experiences of all student populations? Is language clear and does it resonate with all identities? Are students able to easily navigate the site, find relevant information, and

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	identify content reflective of their background?
UCS workshop descriptions/learning outcomes: Option 7	Do our workshop descriptions provide students with accurate understanding of what they should expect? Does the description and learning outcomes align with the student experience attending the workshop?
Black and students of color engagement with UCS: Option 8	Why do Black and students of color not engage with UCS at the same levels as their white peers? Is the lack of racial diversity on our team a hinderance? Are we perceived as sincere in wanting to serve these populations? Are students able to connect their needs with our services?
First Destination Survey 2019 Dashboard: Option 9	Is the 219 dashboard user-friendly? Is language in FDS follow up emails student-friendly?
Career peers: Option 10	Are students aware that they can receive career support from their colleagues who are trained? How engaging and insightful are our efforts to share this offering with students? Beyond resume and cover letter support from career peers, what other career support would they appreciate from our peers?
Student Experience: Option 11	Do students feel that UCS counselors care about them as people and as developing career professionals? Do students feel heard and valued and are their needs met, or do we skim the surface of meeting their needs?
Centralized/decentralized career support: Option 12	Does having career support from their academic majors deter students from using UCS? Do students trust career advice from their academic units (to include program specific career counselors) more than UCS? Are students confused on where to get career support and thus do not tap into our services?
Workshops and Programming: Option 13	What is the impression of our programs (workshops, class presentations) to students? Is the content what students want to know about? What do students think about how it is delivered? Are there topics students wish we talk about but don't?

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Please fill out the following to choose groups: [UCS Form](#)

Homework

1. Get initial impressions of students who have used or will use service. Have a look at these [brainstorming templates](#)
2. Interview 3 people who already found a job
3. Complete LinkedIn Learning certification - All students have free access to [LinkedIn Learning](#). Login using your UNC credential.
[Learning Personal Branding\(O:48\)](#)
[Professional Networking\(O:29\)](#)

Week 4

Class 7 9/1

Objective Start Define phase of UCS Design Sprint

Learning activities

Complete the following:

- User Profile
- User Journey
- Ecosystem Map
- Best practices Comparison
- User Questions - General Attitude
- Stakeholder Questions - General Attitude
- User Questions - Usability Analysis
- Video: What is the key benefit? What is service? What inspired you to develop?



RUBRIC

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	Weighting
Design Sprint Presentation	25
User Profile, Journey, Ecosystem, Features Comparison	2
Online User Survey - General Attitudes	1
Focus Group Survey - Pain Points	1
Follow up Survey	1
Video	1
Audio	1
Website/Wireframes	5
Marketing Collateral + SM Ad + Adwords	4
Presentation Effort	5
Peer Review	4

Homework:

1. Send out surveys
2. Create first draft of Spark presentation
3. Complete LIL certification [Digital Marketing Trends\(2:23\)](#)
4. Update website with blog posts or any new designs

Class 8 9/3

Objective Start to Ideate and Prototype in UCS Design Sprint

Learning Activities

1. UI/UX Speaker: Katie Tippey
2. Complete a best practices comparison of other programs
3. Develop prototype as wireframes, website or marketing collateral

Homework

1. Research other program practices
2. Work on prototype
3. Develop marketing collateral in postcard([Canva postcard](#)) or Social Media(Adobe Post)

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Week 5

Class 9 9/8

Objective Complete prototype & get feedback in UCS Design Sprint

Learning Activities

1. Finish prototype
2. Develop usability survey with Katie Tippey

Homework

1. Complete User Survey - Face-to-face usability
2. Complete Stakeholder Survey - Face-to-face usability(if applicable)
3. Complete LIL certification [Learning Data Analytics\(1:39\)](#)

Class 10 9/10

Objective Review feedback & prototype version 2 in UCS Design Sprint

Learning Activities

1. Discuss survey responses with Katie Tippey
 2. Modify prototype
 3. Create User Questions - Face-to-face usability
 4. Develop Stakeholder Questions - Face-to-face usability(if applicable)
-

Week 6

Class 11 9/15

Objective Review feedback & prototype version 3 in UCS Design Sprint

Learning Activities

1. Discuss survey responses
2. Modify prototype with Katie Tippey
3. Create User Questions - Face-to-face usability
4. Develop Stakeholder Questions - Face-to-face usability(if applicable)
5. Update presentation

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Homework

1. Complete LIL certification [Excel Data Visualization \(2:23\)](#)

Class 12 9/17

Objective Finalize prototype and presentation

Learning Activities

1. Discuss survey responses
 2. Finalize prototype
 3. Finalize presentation
 4. Update marketing collateral - social media posts, postcard
-

Week 7

Class 13 9/22

Objective Create video & audio in UCS Design Sprint

Learning Activities

1. Create 2 minute video summary
2. Develop 3-4 minute Discussion Audio Summary

2 minute Video Template

- What is the problem you want to solve?
- What is the solution?

3-4 minute Discussion Audio Template

- Why did you choose the problem?
- What was the process?
- What are the conclusions?
- What are the biggest surprises?
- What would you have done differently?

Homework

1. Watch [Innovator's Dilemma I](#)
2. Watch [Innovator's Dilemma II](#)
3. Watch [5 Forces Video](#)

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Submission: Design Sprint Presentation on Slack Channel by no later than 6pm
9/25

Module 2 - Strategy

Weeks 8-9



Learning Objectives

1. Execute opportunity recognition process with with an understanding in classic strategy, market intelligence gathering and trend report/blog
2. Translate strategy to execution plans as applied to high growth environments

Deliverables

A. Strategic & Trend Report

10/20/20

Class 14 9/24

Objective Introduce Strategy: and Innovator's Dilemma

Learning Activities

1. Discuss different tools: 5 Forces, PPC
2. Detail features comparison & SWOT
3. Create mapping exercise

Week 8

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Class 15 9/29

Objective Develop Strategic Case Study

Learning Activities

1. Market Research Speaker: Nancy Lovas
2. Work on mapping exercise for presentation

Strategy Report in Adobe Spark

- Description (brief history) including estimated market size
- Key Players
- 5 Forces Chart
- PPC Chart
- Features Comparison
- What will happen in 3-5 years
- Opportunities & Conclusion: No Go or Go(where)

Rubric

	Weighting
Strategic Report	25
History & Market Research	7
Who are the biggest players?	2
5 Forces Map	2
PPC Map	2
Features Comparison	2
What will happen in next 3-5 years?/Opportunity	2
Spark Presentation	4
Peer Review	4

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Homework

1. Complete LIL certification [Career Advice from the Biggest Names\(2:21\)](#)

Class 16 10/1

Objective Develop Strategic Case Study

Learning Activities

1. Discuss different tools
 2. Work on Presentation
-

Week 9

Class 17 10/6

Objective Refine Strategic Case Study

Learning Activities

1. Discuss findings with Nancy Lovas

Homework

1. Complete LIL certification [Becoming a Thought Leader \(1:16\)](#)

Class 18 10/8

Objective Introduce Entrepreneurship Tracks

Learning Activities

1. Develop understanding of Commercial Track
2. Develop understanding of Social Enterprise Track
3. Work on Trend Report

Homework

1. Start LinkedIn Learning course of your choice
 2. Work on Trend Report
-

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Week 10

Class 19 10/13

Objective Introduce Entrepreneurship Applications

Learning Activities

1. Develop understanding of Science Track
2. Develop understanding of Media Track
3. Work on Trend Report

Homework

1. Work on Trend Report
2. Review Monthly Cash Flow Forecast Template in ECON 325 Toolkit

Class 20 10/15

Objective Finalize strategy report

Learning Activities

1. Speaker:
2. Work on Trend Report

Homework

1. Finish Trend Report

Class 21 10/20

Objective Present strategy report

Learning Activities

1. Present reports

Homework

1. Review Monthly Cash Flow Forecast Template in ECON 325 Toolkit

Submit Strategy Report on Slack channel by no later than 6pm 10/20

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Finance

Weeks 12-14



Learning Objectives

1. Develop monthly cash flow forecast using a library of forecast models
2. Document how fund raising works

Deliverables

- | | |
|----------------------------------|----------|
| E. Cash Flow Forecast Case Study | 11/13/20 |
| F. what i learned video | 11/22/20 |

Class 20 10/22

Objective Managing through crises & Introduction to Finance with personal budget

Learning Activities

1. Introduce what i learned videos
2. Develop Personal Budget
3. Interview outside speaker

what i learned video template due 11/11

Discuss what you learned in 3 minutes using the following:

- Rapid prototyping & Marketing including Personal Website
- Strategy & Market Intelligence
- Finance
- Mix shots of you and screenshare shots on what you got out of class
- Add intro with music and outro with transitions

Homework

1. Work on my what I learned video
 2. Complete LIL certification [How to Create a Perfect Elevator Pitch\(0:12\)](#)
[De-Escalating Intense Situations\(0:48\)](#)
-

Week 11

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Class 21 10/27

Objective Create Cash Flow Forecast Builds 1 (Internal Examples)

Learning Activities

- 1 Create Finance Example
2. Work on group

Homework

1. Work on my what I learned video
2. Complete blogs

Class 22 10/29

Objective Create Cash Flow Forecast Builds 2 (External Examples)

Learning Activities

- 1 Develop 2 case study forecast model in groups
2. Owner Reveal

Homework

1. Work on my what I learned video
2. Complete LIL Training [Negotiating Skills\(2:21\)](#)
3. Complete blogs

Week 12

Class 23 11/3

Objective Create Cash Flow Forecast Builds 3 (External Examples)

Learning Activities

- 1 Develop 2 case study forecast model in pairs
2. Owner Reveal

Homework

1. Work on my what I learned video
2. Complete blogs

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Class 24 11/5

Objective Create Cash Flow Forecast Fast Food

Learning Activities

- 1 Cash Flow Forecast
- 2 Work on what I learned video

Homework

1. Watch the [Four Different Financial Statements](#)(6 minutes) in LinkedIn Learning. You will need to log in using your Onyen.
2. Watch the [Income & Cash Flow Statement Considerations](#) (23minutes) in LinkedIn Learning. You will need to log in using your Onyen.
3. Complete blog post

Week 13

Class 25 11/10

Objective Create Cash Flow Forecast Build Blackbox Theatre

Learning Activities

1. Cash Flow Forecast
2. Sensitivity Analysis
3. Walk through Launch Chapel Hill application & crowdfunding campaign

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Cash Flow Build	15
Fast Food Forecast	5
Blackbox Theatre Forecast	5
Personal/Company Forecast	5

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Submit 2 case study forecast models screenshots on work tab of personal website by no later than 6pm Fri 11/10

Homework Read HBS BabyCare case study in #documents channel

Class 26 11/12

Objective: Deep dive into BabyCare case study

Learning Activities

1. Document ideation & marketing
2. Capture strategic decisions & market intelligence
3. Debrief semester
4. Complete survey



RUBRIC

Total	20
Class Attendance & Participation//LinkedIn Posts	10
what i learned video & blog	2
LinkedIn Learning Screenshots	8

Submit what i learned video on personal website by no later than 6pm Sun 11/11

Community Standards

The University has developed a set of community standards and policies for students, faculty, staff, and visitors for the in-person educational experience. Please see the following link for details: <https://carolinatogether.unc.edu/community-standards-3-2/>.

The University has also developed a statement on Community Standards and Mask Use, which can be added to your syllabus:

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This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community – your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#).

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Accessibility Resources & Service

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: ars.unc.edu. Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the [ARS website under the About ARS tab](#).

Honor Code

We would like to emphasize some key points that reflect our personal teaching philosophy as well as the policy, culture, and expectations:

- *Integrity is the foundation of your learning experience.* Holding yourself accountable to the highest standard of ethical conduct is vital not only for your success in this course but is also essential to your ongoing development as a business professional.
- *The Honor Code is in full effect at all times and applies to every aspect of this course.* You should familiarize yourself with the processes and provisions of the Honor Code. If you have any questions or concerns, it is your responsibility to ask the instructor about it. When in doubt, you should ask the instructor promptly and directly to help you resolve any potential issues related to the Honor Code.

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- *Your behavior and work in this class constitute a direct reflection of your institution, and you represent your institution in virtually all aspects of this course. By maintaining the highest professional standards and remaining engaged in the course learning model and intellectually curious, you will be supporting the effective learning of your colleagues in the class and contributing to an environment conducive to learning.*
- *Use of computers in the learning process is recognized as an important part of your tool set. Many of you prefer to take notes or do in-class research and would like the privilege of using your laptops during class. I view this as a privilege if the class agrees to maintain a professional standard. However, inappropriate communication via SMS, e-mail, or social network sites during class is unacceptable. Any student found accessing these communication applications during class will be asked to leave.*
- *The professor reserves to right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.*

V: 8/8/2020