



BUFFALO STATE
The State University of New York

Business, Economics & Public Admin. Department

School of Education & Applied Professions

Syllabus for Bus.365-Entrepreneurship, Spring, 2026

Catnum: <i>Bus. 365: Entrepreneurship. Call No. CRN 1708; 3 Credits</i> Spring Semester -- January 26, 2026 – May 14, 2026..	Instructor: <i>Sol. Ahiaiah, PhD., CPA¹, CGMA²</i> Associate Prof. of Business
Meeting Time: <i>T & R 03:05 p.m. – 04:20 p.m.</i>	Office: [REDACTED] Tel.: X5339
Format: <i>This course is predominantly offered in a traditional and web-enhanced³ modality. <u>Students attend class in-person on Tuesday and Thursday; do various course assignments in BRIGHTSPACE and in MYLAB learning management platforms. Exam Venue is In MyLab. Do not take this elective course if its format does not suit your circumstances.</u></i>	Office Hours: <i>Wed. 12:15-1:30 pm. By written appointment for in-person, or via email. (Note: Instructor's computer is not outfitted with a web-cam in the case of ZOOM meetings)</i>
Room: <i>Chase 342 and via Brightspace AND MyLab platforms</i>	E-mail: <i>ahiarasc@buffalostate.edu</i>

SUNY-Buffalo State University's DOPS Policy Number: I:16:00⁴, gives the course instructor (not the student) the responsibility and authority to write a course syllabus and to provide it to students and administration during the first week of classes. Among other objectives, this syllabus is provided, ahead of the time to students, to comply with said policy directive. Any student who disagrees with this syllabus should not take this particular class. For example, a student who believes strongly that there should be no deadlines for course assignments should not take this course in which deadlines⁵ specified in this syllabus are going to be uniformly enforced. Since Bus.365 is one of several elective courses a student could choose, and, there is always available, within our institution, alternative sources of insights into business entrepreneurship, the student disagreeing with the plans and policies enunciated here should choose the alternatives rather than revert to threatening this instructor to award grades based on criteria inconsistent with this syllabus'. This instructor's position about, and plan for, this course are fully specified here; he would change/correct only inadvertent factual errors or modify as indicated in the schedule section below. Approaching a university course thuggishly by engaging in threatening, menacing or insulting behavior is, hardly, what to expect from a university student who must, instead, be engaging in a disciplined quest for civilized knowledge, skills and abilities that are not acquired through aggression, dishonesty or disrespect of instructors.

INTRODUCTION Our current Undergraduate Catalog describes this course as an "overview of the entrepreneurial process. Focus on identifying and evaluating ideas and learning the steps and competencies required to launch a successful new (or revitalized) venture. Topics include characteristics of successful entrepreneurs, techniques for finding and screening ideas, entrepreneurial finance, valuation and deal making, and writing a business plan." A person who selects a business concept or idea and exploits it purposefully, to the extent possible, by undertaking whatever business *entrepreneurship* he/she judges required, earns (through the undertaking) entry into a very special class of adventurers known as 'entrepreneurs'. This course will highlight types of actions that enterprising persons take, including searching for business ideas or prospects, assessing their feasibility, and gathering resources required to establish business entities; students will have opportunity, then, to gain invaluable insights into various entrepreneurial activities. Many students earn business degrees indicating expertise in components of a composite business establishment; as such they learn to function as "hired hands" or employees of an established business. To the question, how do the businesses that employ people come into being, in the first place? Many business students that have not taken this type of course tend not to have a meaningful response. Learning about the genesis process of businesses (that, among other important societal functions, provide employment), should be a desirable, important, part of the curriculum. Some of the students might well become intrigued or motivated to consider the entrepreneurial career path (witness Mark Cuban): there needs to be founders/employers as well as employees in the future. In this course, students will be presented insights into various entrepreneurial (business genesis) processes, have opportunity to learn about *enterprising mindset*, associated action orientation, timeline, and milestone scheduling correlates to 'dream of business ownership' actualization. Entrepreneurship anecdotes studied closely can lead to learning and understanding; insights gained can inspire action, as has been repeatedly disseminated, intimated, or recounted in Shark Tank episodes. The possibilities notwithstanding, business entity establishment by participants as a proximate and sole direct result from this course (as intriguing or much to be desired as that might seem) should not be considered an acid test or only barometer for a student's success in the course. Students will also learn that not every identifiable entrepreneur succeeds in establishing a sustained business entity—the probability of entrepreneurial action not failing is never zero. Many activities in this course will enlighten and alert curious, conscientious participants to discover, if not acquire, business entrepreneurship tools they could add to their toolboxes or toolkits for later retrieval and use as they choose. Why choose to focus on


business entrepreneurship? The choice allows us to spend more of our time on *market-oriented, reciprocal exchange approach to value creating, delivering and capturing*. Attention to business is consistent with our contextual reality: this is, after all, a business course within a business program. Since to be regarded as a business, rather than a hobby, in the U.S., the enterprise must, at least, be demonstrably, profit-seeking, this course will neither focus on non-reciprocal values exchanging set-ups of any genre, nor on social (nonprofit or not-for-profit) nor on policy/political governance entrepreneurship.

STUDENT LEARNING OBJECTIVES: The student conscientiously participating in our course journey should acquire a variety of insights, conceptual groundings including, mental and intellectual enlightenment/understandings, abilities, toolkits, as well as analytic (critical thinking) skills, from presentations, highlighted anecdotes and lectures. Those who satisfactorily complete this course should have followed provided instructions to discover, learn and be able to do the following (*Not necessarily listed in the sequence of expected attainment in the course*):

1. Demonstrate understanding of different connotations of entrepreneurship.
2. Apply concepts and constructs of entrepreneurship.
3. Examine the roots and histories of the terms, “entrepreneur” and “entrepreneurship”.
4. Demonstrate understanding of the complexities of entrepreneurship as an alternative career path.
5. Describe types of entrepreneurs and discuss entrepreneurial paradoxes and/or business entrepreneurship processes.
6. Identify relevant environmental factors that might impact new enterprises and discuss possible plans enterprisers might use to deal with them.
7. Describe types of businesses and develop a business plan for a potential business startup.
8. Explain essential undertakings that characterize the entrepreneurship process when buying outright or into an established enterprise

COURSE MATERIALS: REQUIRED RESOURCES: (1) A Registration Code to access “MyLab” learning management platform/system associated with *Entrepreneurship: Successfully Launching New Ventures*, 7th edition, by Bruce R. Barringer and R. Duane Ireland (B&I) (New York: Pearson Education, Inc), 2025. You must timely purchase required code to be able to use it to gain time-bound access to do required course assignments on time. You will fail this course if you do not purchase the code and gain timely access and complete course assignments within their due dates! (*Note: Our University’s Bookstore carries the code, but if you prefer to purchase the registration code elsewhere, go here, <http://www.pearsonmylabandmastering.com/northamerica/>, and follow directions to purchase a registration code tied to this 7th edition (not any other edition) of the B&I, Entrepreneurship: Successfully Launching New Ventures, textbook*). You can get MyLab **TEMPORARY ACCESS without payment now for 14 days and upgrade to full access with your payment anytime during the free 14 days!** Under no circumstances can the student register and do work creditable for this course using multiple identities, i.e., your name in the university roster must be exactly the name you use in MyLab..

You must obtain from the instructor, and nobody else, the necessary “Course ID” that links you directly into your section of “MyLab” learning management platform/system for Bus.365, and follow the “Student Registration Instructions,” also provided by the instructor, to register during the registration window. To gain access later to either the e-book or course assignments, once you have registered in MyLab, (i) Go to <https://mlm.pearson.com> (ii) Sign in with the same Pearson account you used before. (iii) Select Bus.365.

The Learning Management System at MyLab site seems to work best with the CHROME  browser.

(2(a)) You may download and read this Brochure: *Starting Your New Business Brochure* (Dec. 2022) <https://www2.erie.gov/clerk/index.php?q=business> AND <https://www4.erie.gov/clerk/sites/www4.erie.gov/clerk/files/2023-02/businessbrochure.pdf>

(2(b)) IRS Small business and self-employed tax center:→ www.irs.gov/smallbiz or watch <https://youtu.be/ZK9pQXD7hKE>

(3) SEASON 15 Shark Tank Episodes Videos: ACCESS To Watch and Summarize Selected Season #15 Episodes of ABC TV’s “Shark Tank”. (**Do not take this course if required resources #1 and #3 above are problematic, in any way, for you**)

TECHNOLOGY REQUIREMENTS Internet access (freely available on campus) and a web-accessible device (including on campus devices) to do the online course assignments in MyLab and Brightspace. Since a University computer will be available for you to take the two comprehensive exams in this course’s classroom, if you choose to take any of the two exams outside the classroom or class session, using your own technology, you’ll solely be responsible for the functionality of that technology. Your computer issues (e.g., crashes, Wi-Fi and power outages) will not be accepted as excuses for your not completing the exam. Our Campus Tech Support Phone: **The IT Help Desk is at ithelpdesk@buffalostate.edu or 716-878-4357.**

APPROACHES As there may be students (e.g., aspiring small business development advisors, consultants, scholars, policy makers and supporters, and those who just want another three credit hours to complete their degree requirements) who are just curious or

interested in, mostly, entrepreneurship course for purposes other than to become practical entrepreneurs, just as there may be others whose interest is in practical entrepreneurship (e.g., potential, nascent/novice entrepreneurs, managers of intrapreneurs), this can neither be a purely theoretical-normative, nor an exclusively descriptive-analytic course. Nor can this introductory course promise full training required to practice or function in either the academic or real-world-practice settings. Training for practice usually incorporates some practical internship element, as done in medicine or accounting, or some realistic intensive simulation and case study as in aeronautics, law, policing and firefighting. More experiential or academic learning, beyond this course, might be needed in order to fully develop expertise in entrepreneurship, however conceptualized. Essentially, we will be in the *academic e-ship* camp with our lens trained on the *practice e-ship* camp. We want to understand, theorize, explain, describe, gain insights into what practical e-ship entails. While highlighting entrepreneurial actions, we also expect to establish foundations, conceptual groundings and tools one could build upon or use in the future. Academic focus on entrepreneurship can be expected to yield formal *explicit* knowledge, whereas practical entrepreneurship, like any other practice, may be based on both *explicit* and *tacit* knowledge. To the extent that *tacit* knowledge is experience- or practice-based, it is then best acquired by practicing, especially under a mentor. In other words, embracing practical entrepreneurship with a specific practice expectation requires experiential learning which is best pursued through apprenticeship, but apprenticeship is not going to be a *de-facto*, guaranteed, feature of this course. Still, this course through its assignments would neither dismiss, sugarcoat nor downplay, to the conscientious participants, some aspects of the experience, including hard work, frustrations and even failures that tend to be associated with entrepreneurship activities intended to establish scalable, high-impact enterprises.

The COVID-19 pandemic outbreak forced a reconsideration of course delivery modalities, and with that a reevaluation of instructional resources with respect to their fit or suitability for the chosen modality. We adopt the Barringer/Ireland (B&I) textbook for use in the web-enhanced facet of our course delivery modality because of its superior supporting infrastructure or accompanying technological accessories that facilitate the course delivery under the immediate environmental conditions. This material/resource choice understandably affects our instructional agenda, as we try to, largely, cover its content given the investment in the resource rather than because of substantial agreement with its underlying organizing framework or even substantive content. Our past practice of drawing extensively from a wide spectrum of materials including those recommended under “Additional Resources,” p.8, below, will be curtailed somewhat to allow for the close coverage of the B&I textbook. Still, we will interject our convictions relative to e-ship foundations and fundamentals and strive to tap into the experience of high-impact entrepreneurs via pre-recorded videos, or by doing projects based on their businesses. Alternatively, or in addition, several cases/articles, video presentations, to be taken from magazines, such as *Fortune* or *INC.* or *The Wall Street Journal*, *YouTube*, *Shark Tank*, and other sources, might be read, viewed, analyzed and discussed by the class for the cases', articles' or videos' illumination of, or insights into, aspects of business entrepreneurship. Internet search assignments might be given also to further explore some of the course topics.

This course's delivery modality has these main features: Students will be assigned various course activities, given instructions, granted access to various materials (as identified in detail in the “Schedule of Planned Activities...” below); they will also be required to read, write, view, listen to, analyze, critique, thoughtfully reflect on and speak pursuant to achieving the identified objectives of this course. Overall, the learning model chosen for this course is the “Full-Circle Learning” approach depicted in the note⁶ below. The following tools will be employed: (1) Dynamic Study Modules (DSM⁷), in MyLab: DSM is a research-tested tool used to teach the assigned textbook chapter materials. DSM is also a mastery-learning technique for delivering each assigned text chapter's lecture. In the DSM, each student is advanced only when the student has demonstrated reasonable mastery of the chapter's main thrust at his/her own pace. The instructor has set up the DSM so that the student is not penalized, for grade purposes, for incorrect responses which are, instead, used to modify his/her study or review time in a particular module. The student is awarded 100% if he/she completes the assigned DSM module within the open window, and less than 100% if he/she did not. I trust its efficacy because of the high exam. scores achieved by students completing the DSMs and associated reinforcement quizzes in the past. (2) Lecture Notes that I have prepared for each chapter (from the assigned textbook material) succinctly cover every learning objective in each chapter. In combination with the DSMs, we have the assigned textbook covered as reasonably as possible. (3) Videos, including: (a) Shark Tank SEASON 15 Episodes, (b) selected YouTube's, and (c) MIT videotaped seminars on business planning. (The video assignments are not busy work! The student will be exposed to entrepreneurial jargons used, expressions of passion, unscripted inspirational stories of real-life entrepreneurial odysseys featured/highlighted, and hopefully learn the entrepreneurial lessons imparted in the videos. In each Shark Tank episode, for example, he/she will vicariously share the experiences of the entrepreneurs featured—whether each experience is, ultimately, of success or failure—and from that draw and internalize own conclusion(s) or takeaways about the aspect(s) of practical entrepreneurship that played out in the video). “If you hang out with nine broke people, you'll be the tenth.” At least, via the Shark Tank episode assignments, the student will have not nine, not even ten, but twenty different unscripted, intense, practical entrepreneurial anecdotes and episodes—including the good and the ugly, warts and all—to “hang out with or around” all semester-long. Some genuinely practical e-ship modicums are bound to rub off to the students from their exposure to these entrepreneurial interactions they attentively witness and study. (4) Special Readings expounding entrepreneurship constructs, concepts and conceptual frameworks that establish abstract foundations for a

more sophisticated understanding of the course topics. Those who knuckle down (or buckle down) and just do their course work on schedule often pass the course without remarkable incident or fanfare. A student who, for whatever reason, cannot, will not, or does not intend to, participate in team projects, purchase the necessary access code, read and reflect, watch videos or listen to podcasts assigned, and respond timely, as requested, to review questions from them, or read the assigned special readings, and attend in person, or who is not interested in adhering to the rules for completing these, is asked to not take this section of Bus.365—the student always knows and controls what he/she can do to succeed in the course—he/she has to create the necessary responses or data points on time in MyLab and/or Brightspace, or according to the instructions for group/team projects; it is from all of these that the course grades are largely computed; the instructor does not and cannot pull any wool over any student's eyes regarding the student's course performance.

Details of the planned assignments and activities are found in the **Schedule of Planned Course Activities** (starting from p.9) below. This semester, the number of Shark Tank episodes that have been typically assigned historically is being reduced to one-half and the individual business plan in "pitch-deck" format requirement is modified, replaced or substituted with a team/group entrepreneurial project assignment. Class members are to **form and participate in teams of 3 to 4 members per team for a semester-long project in which each team is to simulate launching, scaling and measuring the outcome of a business idea the team selects from a robust list provided.** **Details of the project are contained in a separate sheet to be handed out in class around February 5, 2026.** All of this is planned to facilitate the conscientious participant's attainment/acquisition of differential *conceptual groundings* or foundational knowledge of the type that an educated, aspiring entrepreneur would find helpful for success in business entrepreneurship. Each course assignment or activity will be assessed or evaluated based on specifically written instructions and/or criteria accompanying it.

How would we know that a student is achieving or achieved an objective stated here, or how could a student demonstrate achievement of an objective stated here? We would tell from, at least, two ways: (1) The student's voluntary, free, unforced application/use/employment of a concept, construct, or method conveyed/advanced in this course, to present/convey/discuss, bolster or explain own viewpoint when responding to an assignment. The knowledge that one owns, and which would show in coursework scores, is only that which the one is able to use to explain, including on paper, to others. The inspirational or motivational impacts from certain course work (for example, student's completion of assigned highly charged Shark Tank episodes), can be deciphered from student's disclosure, revelation, or confession, in class discussions or reports. (2) The student's response in a business model, plan, or pitch-deck assignment in which he/she carefully conveys/depicts to the reader how to, possibly, translate/actualize/convert own idea for a business into either a business idea or a manifest even if hypothetical enterprise. When a student has internalized as to appropriate course-sourced explanations, constructs, illustrations or content to make own points, he/she would have moved beyond simple, momentary, understanding of the instructor's explanations/illustrations of the course content to making such course explanations part of own knowledge base.

The preference for pragmatism notwithstanding, this is still an academic course offered primarily in a university milieu which is neither specifically designed nor outfitted as a laboratory to allow for apprenticeship that provides robust real-life entrepreneurship experience. We strive for student education in or about entrepreneurship without insisting on practical *entrepreneuring* from him/her. Each student who desires a "hands-on" or first-hand experience, or greater practice intensity than what is provided in this introductory entrepreneurship course, should propose, in consultation with the instructor, an appropriate mentoring or apprenticeship arrangement in an *entrepreneurial firm* under a qualified, well-known, undisputed entrepreneur in our vicinity. We must all agree on what outputs/reports are to be generated and the deadlines to be observed consistent with the semester time frame. Similarly, a student who wants to go directly from this course to form own business is strongly advised to elect an evidence-driven entrepreneurship option/approach with the instructor or seek more specific advice from him, within the time frame of the first or second scheduled sessions of this course.

REQUIREMENTS: Any expectation that the above approaches would lead to a student's achievement (to any degree) of the stated objectives inevitably rests on certain premises/assumptions. At a minimum, and consistent with the "Full-Circle Learning" model described above, these include that each student must: (1) access and independently review all prescribed materials, preferably ahead of schedule, but certainly within the planned timeframe; and (2) conscientiously do assigned or required work on time—within its open window and only in the designated place which is either in MyLab platform or in a drop box in Brightspace (excepting group/team project deliverables). The instructor will neither recognize nor process work that does not conform to the instructions for completing it. Each assignment will be open for, at least, five days—doing an assignment as early as possible, rather than waiting till the last minute, is likely to obviate a lot of problems.

Tardiness, or not doing assigned course work at all for any reason given (as understandable as it might be), nevertheless, functions to detract, distract, frustrate, short-circuit, interfere with or even undermine the learning environment, learning plan or routine and focus expected or intended, and thus negatively impacts the student's learning. "Interferences" forcibly divert attention away from the primary objective for which the course exists and consume valuable time at the expense of where the focus should be. A student could neither get learning facilitating constructive feedback when he/she fails to submit valid work on which feedback could be provided, nor could he/she learn lessons that conscientiously grappling with and completing assigned meaningful course work impart, if he/she gets involved in other than addressing the assignments when they are addressed in the course. It is hard to see how foundational work missed, avoided, or interfered with in a designed

progressive or developmental (build up) approach could be restored or remediated timely enough to still allow for the achievement of learning outcomes expected at the semester's end. It is not clear that "clever avoidance," or rancorous litigation of assignments could help the student achieve course learning objectives. If an instructor either regularly acquiesces to or condones repeated tardiness by some students, that instructor also shirks his responsibility to play his role honestly and faithfully in preparing all of his students for this reality of the business world (that deadlines must be observed, or there would be consequences). Instructor tolerance of, or indifference to, habitual late submission of assignments neither promotes nor reinforces a strong work ethic and mindful time management that will be required of the student upon graduation and employment in the business world. In another vein, how would the instructor obtain students data points required to compile grades or other reports within university-set deadlines if students' work do not have to meet any deadline that would allow the instructor to score and compile the students' progress reports on time to meet the university's progress reporting deadlines? For the class to be a meaningful, effective, learning medium for all, each student is, therefore, required to:

- Timely complete all individual as well as team projects⁸ or homework, including a written business report that is assigned. The student should be serious about the course work, and should, therefore, avoid falling into a pattern of not doing required course work on time. MyLab and Brightspace platforms maintain logs that faithfully and independently show record of a student's activity in each platform. They will also close automatically at the expiration date of an assignment. Any assignment not done within its open window will automatically be missed. A student is not likely to fail the course due to missing just one or two assignments because of extenuating circumstances. A pattern of either tardiness or of missing course work is not conducive—indeed, is incompatible or antithetical—to the acquisition of knowledge, skills and abilities (KSAs) expected in the course; if the student cannot significantly follow the course plan, does it not make sense for him/her to either drop and, if still interested, retake the course later when he/she is able to complete it with minimal interruption or confounding interference? It is nearly impossible to acquire in a crunch, say in a day, contrary to demands from some students, KSAs planned/designed (with course work and assignments) to be acquired developmentally and progressively in a graduated sequence during a semester. Assignments that have expired will not be re-opened. (See "Extenuating Circumstances," below) Also, assignments must only be submitted through the appropriate MyLab platform or Brightspace drop box. NO ASSIGNMENT WILL BE COLLECTED BY HAND. The instructor will neither recognize nor process work that does not conform to the instructions for completing it including the designated place where the submission must be made. **NOTE WELL: AS A CONTINGENCY MEASURE, TWO ATTEMPTS ARE ALLOWED FOR EACH BRIGHTSPACE M/C-FORMATED ASSIGNMENT, AND 115 MINUTES (i.e., 1.5 TIMES THE CLASS TIME OF 75 MINS. FOR A REGULAR CLASS SESSION) ARE ALSO ALLOWED TO BE USED UNINTERRUPTED IN A SITTING FOR EACH, PROVIDED YOU CONSTANTLY MOVE THE CURSOR TO PREVENT YOUR DEVICE FROM TIMING-OUT DUE TO INACTIVITY AND CLOSING THE ASSIGNMENT.** You will receive 100% of the score you achieve in your attempt #1; if you do a second attempt after attempt #1, for whatever reason, your first attempt's score will be ignored: any second attempt automatically replaces the first attempt, and you will receive only 85% of the score you achieve in the second attempt, and that would be the case regardless of your score in the first attempt. To reiterate: missed HW cannot be made up, and a closed assignment window will not be reopened. A student who believes strongly that there should be no deadlines for course assignments, should not take this course in which deadlines specified in this syllabus are going to be uniformly enforced. The "Special Consideration Exercises for Extra Credit, Bonus or Make-up Points," discussed below are planned as a fallback option for the student to remediate limited missed points due to a small number of inadvertently missed assignments.
- Complete two announced examinations of 60 M/C questions each in MyLab platform. The examinations will be based on chapters of the assigned text. Every student should take each exam when it is given to the whole class. This will save us the problems of having a special exam prepared for those who missed the regular one.

EVALUATION AND GRADING SCALE

Grades will be based on scores earned in all the requirements outlined above. The scores will only measure knowledge a student demonstrates on items covered in the course. Course grades are defined as follows:

A = 100.00-93.45%; A- = 90.00-93.44%
 B+ = 86.50-89.44%; B = 83.45-86.44%; B- = 80.00-83.44%
 C+ = 76.50-79.44%; C = 73.45-76.44%; C- = 70.00-73.44%
 D+ = 66.50-69.44%; D = 60.00-66.44%
 E = 59.44% and below

Students may also be granted Withdrawal (W), if they withdraw from the course, or an Incomplete (I) should their circumstances warrant.

The following **weights** will be used in computing students' **overall** scores for determining course grades:

MyLab Assigns (DSM, e-text Videos and chQzs)	32%
Team and Brightspace Assigns (Readings, Other Videos including those of selected Shark Tank Episodes)	40%
Comp Exam in MyLab	18%
Non-Partial <u>Class Attendance</u> , Scored in-class <u>Participation Activities</u> (excluding Mini Sim scores)	10%

(Please note that neither these weights nor "Brightspace" scores are in MyLab record. Also, your MyLab average scores do not factor in assignments you did not do, therefore, your MyLab displayed average score does not accurately reflect your course grade as defined here. Similarly, MyLab scores are not in Brightspace).

Expressed in formula form, said **overall score will be computed as follows for each student:**

$$\begin{aligned} & [0.32(\text{MyLab Score})/(\text{Total Expected MyLab Points})(100)] \\ & +[0.40(\text{Brightspace Score})/(\text{Total Expected Brightspace... Points})(100)]. \\ & +[0.18(\text{Comp. Exams. Score})/(\text{Total Expected Comp. Exams. Points})(100)]. \\ & +[0.10(\text{Class Engage.-Partic. Score})/(\text{Total Expected Class Engage.--Partic. Points})(100)]. \end{aligned}$$

Since students that follow required course procedures will always be given their scores as well as the expected points, for each graded requirement, no later than the first or second week succeeding the one in which each assignment is collected and subsequently graded, you should be able to compute your overall score to-date at any time during the course, based on the above formula. The instructor will apply the above formula in preparing each active student's progress report which will be distributed in the 15th class session— **March 17, 2026** —and, thereby, review/illustrate the computation also.

OTHER COURSE POLICIES:

On Make-Up Exam: No make-up exam. will be given unless there is valid proof, provided to the instructor, to support giving it, in which case, only one "accommodation" exam would be given at the end of the semester (on the last day of regular classes); those missing more than one exam are better off dropping the course. Although an accommodation exam would cover same chapters as the regular one, it will not be designed to be a verbatim, or word-for-word, copy of the regular one. The accommodation exam will also be TIMED (in correspondence with possible platform time settings); this ensures that it must be completed once started, as done in the regularly scheduled exams. (Note that the platform never pauses the time in a timed exam!) The mid-term make-up exam must be taken only in the course's classroom (Chase Hall #342) at the end of the semester (on the last day of regular classes; it will be proctored, and be password-protected to ensure that the student accommodated provided valid proof to support taking the make-up exam. which the password would be used to open. In the case that the Student Accessibility Services Office (SASO), designates personnel aide for an accommodatee during an accommodation exam, that SASO decision will be honored. If you do not come to the classroom, during the class period, to take the make-up in the presence of a proctor, my position will be to not give you any make-up that is not proctored. There will be no make-up of the make-up.

On Academic Misconduct: At Buffalo State University, "students are expected to display honesty and integrity in completing course requirements and following [the University's] academic regulations. 'Academic misconduct' refers to any form of plagiarism, fraud, or cheating (including unauthorized alteration of this course's record in Brightspace or MyLab) ... and is inconsistent with the aims and goals of Buffalo State University," (see **SUNY-Buffalo State University's DOPS Policy Number: VIII:04:00**) Same cited DOPS articulates the guidelines to be followed in handling any case of academic misconduct should that arise.

Extenuating Circumstances: Extenuating circumstances occur and should be understandable—a student should not fail the course because of missing just one or two none-exam. requirements or assignments due to extenuating circumstances beyond his/her control. It is important to be mindful that personal tragedies or intervening circumstances, as unfortunate and heart-wrenching as they might be, do not constitute valid bases for a university grade or degree. Would you choose a professed surgeon to perform your surgery if he/she received surgery credentials having bypassed a required surgery course exam based on sympathy for him/her for heart-wrenching circumstances he/she presented as excuse? Missing one deadline due to extenuating circumstances does not establish a pattern, but missing two begins to establish it, and missing three clearly indicates a pattern. A pattern of not doing required course work at all, or of not doing it on time, with extenuating circumstances presented as the basis for that, is unfortunate and undesirable. The student should recognize the importance of course work record (as the primary basis of the course grade), and should, therefore, avoid falling into a pattern of not doing required course work on time. A pattern of missing course work is not conducive to the achievement of the course's objectives. If the student cannot significantly achieve the course's objectives due to own protracted extenuating circumstances, does it not make sense for him/her to drop and, if desired, retake the course later to still pursue the objectives of the course? If extenuating circumstances prevent a student from reasonably doing the course as planned, such a student could always (and, indeed, should) pursue it when he/she is able to reasonably complete it properly unimpeded or unencumbered by own circumstances. The course will not work if course work deadlines are optional for all students; issues of fairness¹⁰ arise if deadlines are optional for some and not for others. For example, differential resources, including information (say, about correct answers) and more time, are available to those who miss deadlines, whereas deadline observers are comparatively unfairly disadvantaged competitively due to this resource differential. As stated above, assignments that have expired will not be re-opened. Instructors must meet several reporting deadlines that require student coursework data input, with no expectation that the instructor could miss the reports. At the same time, several students seem to suggest that it is their right to ignore or miss course assignment deadlines, prevail on the instructor to identify any work they missed and oversee its make-up, while the instructor must still fully comply with institutional demands and deadlines. If you are thinking that you could miss course work deadlines, for whatever reason, and then prevail upon the instructor to roll back the clock, or to sacrifice other responsibilities he might be juggling, in order to attend to your possible extenuating circumstances, then consider this: whatever exception you feel entitled to, every classmate of yours (that shares your characteristics) also feels entitled to it (particularly if it is granted to you), otherwise, he/she would have a claim of being discriminated against¹¹. Student actions that increase faculty's workload and time spent attending to various extenuating circumstances of all his students not only put pressure on the instructor but also reduce his ability to run the course reasonably well, while such actions neither help nor support the student's learning about meeting expectations with professionalism in school or in the workplace in the face of inevitable adversity, hence, "if extenuating circumstances prevent a student from reasonably doing the course as planned, such

student could always—indeed, should—pursue the course when he/she is able to, reasonably, expect to complete it with less impediments or pressure” on self or the instructor. Given the foregoing, and present design that allows the student to do course assignments online from anywhere there is internet access and given that every assignment will be open for no less than five days, COVID-19 quarantines or any other extenuating circumstances will not be accepted as a basis to reopen closed assignments. Only the comprehensive exams given in the course can be made up as discussed above; students needing other HW make-ups, bonus points or extra credits, for any reason, should revert to the Special Consideration Exercises discussed below. The special consideration exercises would be open to every student, and as such, would overcome the “fairness” questions.

On Special Consideration Exercises for Credit, Bonus or HW Make-up (CBM) Points: (I) A comprehensive set of algorithmic exercises and problems for make-up or extra credit/bonus will be designed, at the end of the semester, for completion by students choosing to take it. (II) In-class text chapter-associated Mini Sims and (III) In-class specific course module- or unit-based “takeaway” or “student learning outcome summary” assignments, will be sporadically available to every class member throughout the semester, to complete for bonus or extra credit points. The maximum possible points that could be earned in the foregoing I, II and III combined, would be equal to those expected to be earned in two DSM assignments, plus two Ch*Qzs. If a score by a student in said I, II and III combined, causes the sum of the student’s **actual** total DSM and Ch*Qz scores to exceed the expected total sum of the two, only the actual score that equates the two (i.e., actual total scores and expected total points) would be used. The purpose of the special consideration exercises/problems... is to help the student to, possibly achieve, not exceed, the maximum expected total points in the two areas (DSMs and Ch*Qzs) ...the university does not award A+ grades! “Expected points” vs “actual scores” were also discussed under “Evaluation and Grading Scale,” above. Any student whose extenuating circumstances have led him/her to a position that, even after taking the special consideration scores into account, he/she is unlikely to pass the course, should pursue it later when the circumstances have changed. “Special consideration exercises...” are the instructor’s approach to help the student (in circumstances not caused by the instructor) with some grade enhancement work. Part I—the set of algorithmic exercises and problems for make-up—will be available for a limited time at only MyLab (online) course platform following the end of the last day of regular classes.

OTHER: Many students today may or may not be aware of their thinking of education in commodity terms only, with the course grade as the emblematic commodity comparable to coffee, TV set, car, shoe...which they could simply pay for and carry away. With such predisposition, they enroll in a course and expect to do nothing more for their preferred grade than their act of enrolling. But education is not reducible to only a commodity like coffee, TV set, or car, for which you simply pay your money and acquire complete ownership without your significant involvement in its creation. Rather, education is more of a service—a “high-contact¹²” one at that which inevitably requires your full, non-delegable, participation in its delivery, and you acquire only how much your participation allows. Your education (if you take associated actions for getting it as prescribed by the University) should also grant you “access to a world of probing thought and creative imagination that helps free [you] from...”¹³ being stuck in the commodity only view, and helps you build critical foundations for advanced studies and/or skills for a more fulfilling career. **Simply stated, you cannot escape the consequences of your own actions in the course—what you get depends on what you put in.** It is, therefore, neither necessary nor useful to impugn, derogate, insult or attack the course, the instructor, the university or the educational process for specifying and operating within norms/guidelines such as defined in this syllabus.

The instructor also prefers to implement course procedures, guidelines, and requirements uniformly and even-handedly, to avoid appearances of impropriety, inconsistency, lack of integrity, double standards, or of being unfair and unethical. Inconsistency is the enemy of credibility and trust; the appearance of “pulling strings” for some and not for others tends to disillusion, disappoint, disturb, and demoralize those who feel discriminated against or shortchanged—actual evidence of authority’s hypocrisy, ultimately, unravels the whole system, or impairs trust in it. All stakeholders have interest in the system’s integrity without which the student’s eventual credential from our institution would have little, if any, future leverage value or credibility. **Students who disagree that this elective course’s rules should apply uniformly to students in similar categories of disability or ability status as determined by our university, or who disagree with the plan discussed in this syllabus, should pursue a similar course with a different instructor.**

REASONABLE ACCOMMODATIONS

The instructor cooperates with the Disability Services Office in accommodating students in the manner requested by that office. Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the Office of Student Accessibility Services, Butler Library 160. Phone: (716) 878-4500 Email: sas@buffalostate.edu

The Dean of Students Office helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crisis. If you or someone you know needs support, services are available. For a list of support services and information, please visit <http://deanofstudentsbuffalostate.edu/>, 716-878-4618 or stop by 311 Campbell Student Union during business hours.

PROCEDURES FOR RESOLVING ACADEMIC GRIEVANCES/APEALS “The procedures for Academic Grievances pertain to alleged violations or misapplication of university and/or course policies. They are also directed at a student grievance alleging that the student has been treated unfairly, in violation of

established academic policy or practice. These procedures reflect the university's commitment to a fair and prompt resolution of student academic grievances.
<http://ecatalog.buffalostate.edu/undergraduate/academic-policies/student-complaints-grievances-appeals/>“

ADDITIONAL RESOURCES

¹ For further reading, the following materials are also **RECOMMENDED**: *The Wall Street Journal*; *Inc.* Magazine; and *Fast Company* Magazine. *The Invention of Enterprise: Entrepreneurship from Ancient Mesopotamia to Modern Times*, edited by David Landes, Joel Mokyr, and William J. Baumol (Princeton University Press) 2010; *Handbook of Entrepreneurship Research: An Interdisciplinary Survey and Introduction*, edited by Zoltan Acs and David Audretsch, (New York: Springer), 2003; *Entrepreneurship: An Innovator's Guide to Startups and Corporate Ventures*, by Marc Meyer and Frederick Crane (Los Angeles, CA: Sage), 2011; *The Illusions of Entrepreneurship* by Scott A. Shane, (New Haven, CT.: Yale Univ. Press), 2008; *Entrepreneurship*, 9th Ed., by R.D. Hisrich, M.P. Peters, and D.A. Shepherd, (HPS) (New York: McGraw-Hill/Irwin Publishers), 2010; *The Entrepreneur: An Economic Theory* by Mark Casson, (Totowa, NJ: Barnes & Noble Books), 1982; *1000 Dollars & An Idea*, by Sam Wyly, (New York: Newmarket Press) 2013; *“Why Should White Guys Have All The Fun?”* by Reginald F. Lewis & Blair S. Walker, (New York: John Wiley & Sons) 1995; *The Entrepreneur: Mainstream Views and Radical Critiques*, by R.F. Hebert and A.N. Link, (New York: Praeger) 1982; *Innovation and Entrepreneurship: Practice and Principles*, by Peter F. Drucker (New York: HarperCollins Publishers, Inc.) 1985. *“The Start-up of You,”* by Reid Hoffman & Ben Casnocha, (New York: Random House, Inc.), 2012; *All In Startup: Launching a New Idea When Everything is on the Line*, by Diana Kander, (Hoboken, New Jersey: John Wiley & Sons), 2014. *Rise and Grind* by Daymond John with Daniel Paisner (New York: Currency - Penguin Random House), 2018; <https://www.npr.org/podcasts/510313/how-i-built-this>; *LIFEPASS*, by Payal Kadakia, (San Francisco: Chronicle Books), 2022. [1.5](#).

HELP AVAILABLE ON CAMPUS FOR THE STUDENT:

Please go to <https://academicsuccess.buffalostate.edu/> to get the latest information about **Tutoring Centers** (Writing Center, Math Center, Tutoring Services), **Bengal Study Nights** and **Other Support Services** available to students. “If you have a current Buffalo State network account and you are unable to login please contact The IT Help Desk at ithelpdesk@buffalostate.edu or 716-878-4357.”

SCHEDULE: This schedule reflects a general plan for the course; deviations may be necessary as the semester proceeds. At the option of the instructor, this syllabus itself, including assignments, may be modified to allow for extenuating circumstances (emergency school closings, for example), or other activities related to the class. Except for extenuating circumstances, or unless otherwise announced by the instructor, the date for the examination will be observed. You will be notified, in class, of any changes originating from the instructor. You are responsible for any announcements made in class.

SCHEDULE OF PLANNED COURSE ACTIVITIES FOR THE SPRING 2026R SEMESTER (Note: Reader or user so needing could ENLARGE any page or font here to their liking) **All assigned chapters are from the textbook by Barringer & Ireland, *Entrepreneurship: Successfully Launching New Ventures, 7th ed.* MyLab→ <https://www.pearson.com/mylab> Full Version of the Syllabus is found at: <http://faculty.buffalostate.edu/ahiarasc/bus365/bus365.pdf> NOTE WELL: Course grade-affecting point values are designated in red ink in the Table below; the points will be earned only on assignments the student completed in the designated platform before or on the due dates stated in this syllabus. It is important to note this because the University requires instructors to submit monthly reports on students' progress, and those are compiled by this instructor based on the facts on record by the report date, which facts are corroborated/verified by the date-stamp objectively and independently generated by each platform (MyLab or Brightspace) that we are using for this course.**

Se qu en ce	This Column 2 lists what we want to be able to do and Col.1 (to the left) lists the planned chronological progression. Columns 3 to 6 (to the right) show the plan for achieving the objectives listed in this Col.2—who should do what, where and when.	Assignment or Activity “Open” Window (Please, Avoid Postponing to the Last minute!) C-3		Assignments or Activities Required to be Completed by the Student Strictly Within the “Open” Window Which closes on the Expiration Date	Where are the Assignments to be Completed?	Instructor’s Activity
		Start Date C-3(A)	Expiration or Closing Date C-3(B)			
C-1 1	INTRODUCTIONS, SYLLABUS REVIEW & MYLAB REGISTRATIONS.	Tues. Jan. 27	Jan. 27 for #1 Feb. 12 for #2 and #3	Introductions and syllabus review. #1) Register in MyLab during this meeting (Note: You will fail this course if you do not register & complete assignments timely in MyLab Within their “Open window”). #2) Read “The Logic of Education About E-ship” (LEAE), AND write your comments in Brightspace drop box (2 BSpAssign Pt) #3) Respond to Questions about the Course Syllabus from reading it (RQS) (4 Pt BSpAsgn) NOTE also: Expired or Closed assignments will not be reopened henceforth for any student already on the course roster today (01/27/2026)	#2. LEAE → In Brightspace #3. RQS → In Brightspace	Prof. Posts #2 LEAE, #3 Course Syllabus and Questions for RQS all in Brightspace (Bspace). Also publishes Syllabus in “Course Page” Prof. includes “Course ID” and “Student Registration Instructions” for MyLab in Brightspace Announcements. In class, Prof. directs attention to key course rules detailed in the course syllabus
2	INTRO. TO BROAD VIEWS OF ENTREPRENEURSHIP (E-SHIP) & BUSINESS E-SHIP SELECTED CONCEPTS Learning Objectives: 1-1. Briefly review the historical <u>connotations</u> of the “entrepreneur” construct or concept <u>before</u> Richard Cantillon. (Warlord, battle-field commander, govt. contractor) 1-2. Discuss the cross-over of “entrepreneur” term to the English language <u>and</u> the focus on economic/business “entrepreneurship”(E-ship) both <u>after</u> Richard Cantillon, and views of entrepreneur and E-ship constructs from multiple disciplinary lenses. 1-3. Explain the constructs: “entrepreneurial environment”, “accomplished or experienced business entrepreneur”, “nascent business entrepreneur”, “enterpriser”, “business entrepreneurship”, “business enterprise” <u>outcome</u> , and “economic and/or social effects/impacts” from E-ship and enterprise. 1-4. Develop a framework for viewing the interplay of the constructs introduced in 1-3 above and explain how or why this depiction helps to illuminate entrepreneurship.	Thurs Jan. 29	Feb. 12 for #1 to #6	#1) Read for <u>Comprehension, Understanding & Enlightenment (CU&E)</u> , “ <i>Overview of the Concepts of Entrepreneurship, Entrepreneur, Enterpriser and Enterprise,</i> ” and Respond to Questions to demonstrate Your level of CU&E from the Material read (5 Pts BSpAssign) #2) Anybody who would create a business must understand what a business is and does, and TYPES OF ESTABLISHED BUSINESS. Read the “ <u>Collected Essays</u> ” on “ <i>For Profit</i> ” Business vs Hobby, “ <i>Not-For-Profit,</i> ” and “ <i>Nonprofit</i> ” Organizations, & Respond to Questions demonstrating your level of understanding of <u>Differences</u> Between Them (as communicated to all of us in the	Drop box In Brightspace-#1 Drop box In Brightspace-#2 #3 to #6 are In MyLab	Prof. activates these assignments (#1-#2) in Brightspace Assignment-Dropbox Prof. Posts Ch01 Lecture Notes in Brightspace and Activates Ch 01 assignments in MyLab Prof. floats TYPES OF ESTABLISHED BUSINESSES populating your favorite sub-division in the country assignment?

Se qu en ce	<i>This Column 2 lists what we want to be able to do and Col.1 (to the left) lists the planned chronological progression. Columns 3 to 6 (to the right) show the plan for achieving the objectives listed in this Col.2—who should do what, where and when.</i>	Assignment or Activity “Open” Window <i>(Please, Avoid Postponing to the Last minute!) C-3</i>		Assignments or Activities Required to be Completed by the Student Strictly Within the “Open” Window Which closes on the Expiration Date	Where are the Assignments to be Completed?	Instructor’s Activity
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C-1	C-2	C-3(A)	C-3(B)	C4	C-5	C-6
	<p>1-5. List, at least, five reasons why many Americans dream of becoming business entrepreneurs.</p> <p>1-6. List, at least, three reasons why, among Americans who dream of business ownership, only a small proportion actually end up as business entrepreneurs.</p> <p>1-7. Discuss the scope of entrepreneurship in the U.S., using appropriate indices or proxies, if necessary.</p> <p>1-8. Differentiate between the driving imperatives behind a business and a charity, as a way to understand why a business behaves the way it does.</p> <p>1-9. Contrast the term, “accomplished business entrepreneur” as defined in the course from each of the following: (a) self-employed, (b) manager, (c) inventor, and (d) intrapreneur.</p> <p>1-10. Contrast business entrepreneurship, as defined, from (a) intrapreneurship, and (b) small business.</p> <p>Barringer & Ireland (B&I) text, PART 1: DECISION TO BECOME AN ENTREPRENEUR</p> <p>B&I Ch.01: Introduction to (Bus) Entrepreneurship</p> <p>1. Describe entrepreneurship, corporate entrepreneurship, and the characteristics of entrepreneurial firms.</p> <p>2. Discuss three main reasons people decide to become entrepreneurs.</p> <p>3. Identify four main characteristics of successful entrepreneurs.</p> <p>4. Explain five common myths regarding entrepreneurship.</p> <p>5. Discuss the three types of startup firms.</p> <p>6. Discuss the changing diversity of new entrepreneurs.</p> <p>7. Discuss the positive effects of entrepreneurship and entrepreneurial firms on economies and societies.</p> <p>8. Explain the entrepreneurial process.</p> <p>9. Learn how understanding entrepreneurship and the entrepreneurial process can facilitate your career success.</p>		<p>Collected Essays you read) (4 Pts BSpAssign)</p> <p>NOTE WELL: AS A CONTINGENCY MEASURE, TWO ATTEMPTS ARE ALLOWED FOR EACH BRIGHTSPACE M/C-FORMATED ASSIGNMENT, AND 115 MINUTES (i.e., 1.5 TIMES THE CLASS TIME OF 75 MINS. FOR A REGULAR CLASS SESSION) ARE ALSO ALLOWED TO BE USED UNINTERRUPTED IN A SITTING FOR EACH, PROVIDED YOU CONSTANTLY MOVE THE CURSOR TO PREVENT YOUR DEVICE FROM TIMING OUT DUE TO INACTIVITY AND CLOSING THE ASSIGNMENT. You will receive 100% of the score you achieve in your attempt #1; if you do a second attempt after attempt #1, for whatever reason, your first attempt’s score will be ignored: any second attempt automatically replaces the first attempt, and you will receive only 85% of the score you achieve in the second attempt, and that would be the case regardless of your score in the first attempt.</p> <p>#3) How Dynamic Study Modules (DSM) work (1 DSM MyLAssign. Pt. for #3)</p> <p>#4) Ch.01 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts)</p> <p>#5) Ch.01 Video Assign.(Max. 1 Video MyLAssign)</p> <p>#6) Ch.01 Quiz (Max. 3 Quiz MyLAssign Pts)</p>			
3	<p>ANTECEDENTS TO THE BUSINESS ENTERPRISE PROCESS: -The External Environment -The Entrepreneur</p> <p>Learning Objectives</p> <p>3-1• Define ‘entrepreneurial environment’ in general, and briefly explain why it is important for enterprisers and other interested parties to understand and take it into account.</p> <p>3-2• Employ a conceptual framework or model to</p>	Tues. Feb. 03 <i>Last day for ADD-Drop</i>	Feb. 12 for #1 to #3	<p>#1) Read for CU&E: “Understanding the Entrepreneurial Environment...” (Contexts of The Enterpriser, Entrepreneurship And Enterprise), and Respond to Questions to demonstrate Your level of CU&E from the Material read (5 Pts BSpAssign)</p> <p>#2) Read for CU&E “FOCUS ON THE BUSINESS ENTERPRISER(S) OR INTRAPRISER(S): A DEEP</p>	Dropbox In Brightspace- #1, #2, and #3	Around 11:59 PM on 02/03/2026 Prof. activates these three assignments (#1-#3) in Brightspace Assignment-Drop box.

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		Start Date C-3(A)	Expiration or Closing Date C-3(B)			
C-1	C-2					
	<p>explain the generalized entrepreneurial environment and its major dimensions including their constituent elements, such as</p> <ul style="list-style-type: none"> - Spatial or locational dimension - Micro or Task/Operating/Industry/Market dimension - Macro or General dimension <p>and why these dimensions help illuminate entrepreneurship.</p> <p>3-3• Briefly discuss the “stakeholders” concept, their conflicting interests, and implications, within the entrepreneurial environment.</p> <p>3-4• Understand and explain the interplay of the entrepreneurial environment and the enterpriser, including <u>ethical</u> considerations or obligations that enterprisers might owe.</p> <p>3-5• Describe how the entrepreneurial environment generally influences the decisions, actions and undertakings that constitute entrepreneurship</p> <p>3-6• Describe possible patterns of influences/impacts to expect of the entrepreneurial environment on a nascent or potential enterprise, and discuss some ways of integrating the environmental consideration when designing an enterprise</p> <p>Learning Objectives</p> <p>4-1• Define an enterpriser—nascent and/or accomplished entrepreneur.</p> <p>4-1(a) Different Views of the Entrepreneur and of Entrepreneurship</p> <p>4-1(b) Type of Entrepreneur(s) We Have in Mind</p> <p>4-1(c) Viewing Accomplished Business Entrepreneurs Based on Scale and Impact</p> <p>4-1(d) Multi-Attribute, Multi-Level Concept of the Entrepreneur</p> <p>4-2 Is the Question, “Who is an Entrepreneur,” Not One Worth our Asking?</p> <p>4-3 Specify your position on the ‘nature’ vs ‘nurture,’ or ‘genes’ vs ‘guts/grit’ debate over what <i>makes</i> business entrepreneurs (i.e., are business entrepreneurs ‘born,’ or are they ‘made/taught?’ Why do some do and others don’t?</p> <p>4-4 PORTRAYING OR DESCRIBING ENTREPRENEURS & MEASURING ENTREPRENEURIAL ACTIVITIES IN THE USA</p> <p>4-5 Why are <i>Entrepreneurs</i> Important in the US Society and Economy?</p> <p>4-5(a) Selected “<i>High-Impact</i>” <i>Accomplished-Entrepreneurs</i>, and their Philanthropic Contribution(S) that Improve Human Living Standards or Alleviate Human Suffering for the Less Fortunate.</p> <p>4-5(b) Why are the <i>Enterprises</i> Created by the Entrepreneurs Important in the U.S. society?</p> <p>4-5(c) Some Reasons why the <i>Process of Creating Enterprises</i> (Entrepreneurship) is Important in the U.S</p> <p>4-6 Are there Factors that Might Foster, Facilitate, Promote, or that are, Possibly, Connected With Successful E-Ship or <i>High-Impact</i> Entrepreneurs?</p>			<p>DIVE.” Respond to Questions to demonstrate Your level of CU&E from the Material read (5 Pts BSpAssign)</p> <p>#3) Read “Unit 5: General Intro to THE ENTREPRENEURSHIP PROCESS PHASES” and Respond to Questions to demonstrate Your level of CU&E from the Material read (5 Pts BSpAssign)</p> <p>Buffalo Native Entrepreneur DelPrince’s video address to Bus365 Students</p> <p>IN-CLASS Chapt.1 Case Study On:</p> <ul style="list-style-type: none"> - Lessons for Success from Entrepreneurial Brands that Fizzled Out - Innovation and the Entrepreneur: It’s Not About the Grade - Kyle’s Katering: Becoming an entrepreneur <p>NOTE ALSO: Expired or Closed assignments will not be reopened henceforth for any student already on the course roster by today (02/03/2026)</p> <p>TEAMS OR GROUPS FORM for Semester-long Project</p> <p>Distribution of the Details of the Project Assignment’s Instructions and Directions</p> <p>Optional Reading: “Collection of Blog Posts” which is proffering Tips for Generating <i>Ideas for Business</i>.</p>	<p>C-5</p>	<p>C-6</p> <p>Prof. reminds students of assignments originating this week; posts the reminder in BSpace Announcements.</p> <p>Class discussions: --of LEAE Assign.</p> <p>--A Day In the Life of ----, Entrepreneur --Entrepreneur DelPrince’s video address to Bus365</p> <p>Prof. floats: The Jean and Wolf Shadow Saga (What am I going to do with myself in the future?)</p>

Sequence	<p><i>This Column 2 lists what we want to be able to do and Col.1 (to the left) lists the planned chronological progression. Columns 3 to 6 (to the right) show the plan for achieving the objectives listed in this Col.2—who should do what, where and when.</i></p>	Assignment or Activity “Open” Window <i>(Please, Avoid Postponing to the Last minute!) C-3</i>		Assignments or Activities Required to be Completed by the Student Strictly Within the “Open” Window Which closes on the Expiration Date	Where are the Assignments to be Completed?	Instructor’s Activity
		Start Date C-3(A)	Expiration or Closing Date C-3(B)			
C-1	C-2	C-3(A)	C-3(B)	C4	C-5	C-6
	<p>4-6 (a) DISCUSS THE CONCEPT OF ENTERPRISING MINDSET AND HOW THAT MIGHT CONTRIBUTE TO ENTREPRENEURIAL BEHAVIOR AND SUCCESS Take a quick Entrepreneurial Potential Self-Assessment- to make an ad-hoc assessment of whether you think that you can be an entrepreneur. 4-7 What Are Some of the Theories of Entrepreneurial Behavior Proffered by Academics Today? THEORETICAL FRAMEWORKS FOR UNDERSTANDING THE CONSTRUCT OF AN ENTREPRENEUR 4-7(a) Describe Research-based insights into succeeding in e-ship from studying successful entrepreneurs. 4-7(b) Research-Based Insights into Succeeding in Business Entrepreneurship: Lessons from Studies of Selected Socio-demographic, Intrapersonal & Interpersonal Characteristics of Successful Entrepreneurs. 4-8 What Can We Learn About Entrepreneurship Particularly from Advice of Business Entrepreneurs—those who are Accomplished? 4-9 Entrepreneurs’ Motivations to Enterprise 4-10 How To Become an Entrepreneur: Accomplished Entrepreneurs’ Thoughts about What They Think Makes a Truly Successful Entrepreneur 4-11 Essential Entrepreneurial Skills 4-12 Inhibitors to Entrepreneurship 4-13 Do Accomplished Entrepreneurs View Being an Entrepreneur Differently from Academic Perspectives? If So, What Are the Differing Perspectives? 4-14 SUMMARY OF TYPICAL CHARACTERISTICS OF SUCCESSFUL (ACCOMPLISHED) ENTREPRENEURS 4-15• Identify and Discuss the Pros and Cons of the Entrepreneurial Career Path</p> <p>INTRO. TO THE E-SHIP PROCESS STAGES: <i>Traditional or Assumption-Driven Vs Evidence-Driven E-ship</i> Learning Objectives 5-1. Define business entrepreneurship as practice 5-2. List and familiarize with typical modes of business entry by individuals in the U.S. as reported in scholarly or governmental surveys. 5-3. Introduce and compare 1) <i>traditional or speculative/assumption-driven</i> and (2) <i>evidence-driven</i> entrepreneurship. 5-4. Discuss how evidence-driven entrepreneurship might proceed 5-5. Conceptualize (develop a conceptual framework) and explore a select set of possible entrepreneurship process phases (Pre-Concept, Concept, Seed or Resource</p>					

Se qu en ce	This <u>Column 2</u> lists what we want to be able to do and <u>Col.1</u> (to the left) lists the planned chronological progression. <u>Columns 3 to 6</u> (to the right) show the <u>plan</u> for achieving the objectives listed in this <u>Col.2—<i>who should do what, where and when.</i></u>	Assignment or Activity “Open” Window <i>(Please, Avoid Postponing to the Last minute!)</i> C-3		Assignments or Activities Required to be Completed by the Student Strictly Within the “Open” Window Which closes on the Expiration Date	Where are the Assignments to be Completed?	Instructor’s Activity
		Start Date C-3(A)	Expiration or Closing Date C-3(B)			
C-1	C-2					
	<p>Gathering, and Startup-Take Off) for a traditional business startup.</p> <p>5-6. Identify and generally describe constituent elements of each phase.</p> <p>5.7. Differentiate <i>an idea for a business</i> from a <i>business idea</i> or business opportunity</p> <p>5-8. List and familiarize with several past sources of business ideas, and sort them into: replicative/imitative, creative/innovative, and inventive/breakthrough/revolutionary.</p> <p>5-9. Accentuate a central tenet for an idea for a reciprocal value exchanging business enterprise, which (tenet) is: Problem/Need...& Its Solution match for patronizing targets.</p> <p>5-10. Undertake a “deliberate search” for potential business/venture ideas. Generate a number of potential venture ideas, filtering them through a “quick” preliminary screen and ranking them based on the interaction of your personal objectives and each idea’s business potential.</p> <p>5-11. Understand how to obtain or access a comprehensive set of guidelines for conducting a more in-depth feasibility assessment of a potential venture idea which ranks very high in the preliminary screening above. <u>Specifically</u>, do an in-depth assessment of the top-ranking idea, that you generated above, with respect to: (a) Personal/Internal Feasibility, (b) Functional/Technical Feasibility, (c) Venture Economics, and (d) Contextual/Environmental Feasibility. Also investigate your initial business model’s feasibility in the light of the business’ industry/market/competition assessment and decide whether to “go/no go” and if “go,” to pull all this together in a business proposal or plan. Conceptual model of an enterprise eco-space addressed by the business model</p> <p>5-12. List and familiarize with considerations and necessary bureaucratic formalities for establishing a legal entity.</p>					

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4	<p>Barringer & Ireland (B&I) text, PART 2: DEVELOPING SUCCESSFUL BUSINESS IDEAS</p> <p>B&I Ch.02 Recognizing Opportunities & Generating Ideas</p> <ol style="list-style-type: none"> 1. Explain the difference between opportunities and ideas. 2. Describe the three general approaches entrepreneurs use to identify opportunities. 3. Discuss the personal characteristics of entrepreneurs that contribute to their ability to recognize business opportunities. 4. Identify and describe techniques entrepreneurs use to generate ideas. 	Thurs. Feb. 05	Feb. 12 for #1 and #2 Feb. 13 for #3 and #4 Feb. 17 for #5	<p>#1) Ch.02 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts)</p> <p>#2) Ch.02 Video Assign.(Max. 1 Video MyLAssign)</p> <p>#3) Ch.02 Quiz (Max. 3 Quiz MyLAssign Pts)</p> <p>#4) Video Assign: Opportunity Identification: Discovering the “Next Big Thing” with Prof. Thomas Lee—Wharton School, U of Pennsylvania https://www.wharton.upenn.edu/story/identify-opportunity-innovate/ (Max. 5 Pts Video BSpAssign)</p> <p>ENTERPRISING-TEAMS OR “PARTNER’-GROUPS for “Semester-Long” Project SUBMIT THEIR CHOICE OF A PROJECT or BUSINESS IDEA.</p> <p>5) Deliverable for Phase 1 assigned. (5.0 Pts Team Assign)</p> <p>IN-CLASS Chapt.2 Case Study:On Finding Space for Floortastic Kids Cushions</p>	<p>#1 to #3 In MyLab</p> <p>#4 in Dropbox In Brightspace</p> <p>#5 --Teams to submit Deliverable in Class</p>	<p>Prof. activates assignment #5 in Brightspace Assignment-Dropbox. (i.e., Prof. creates drop box and review questions in Brightspace for #5)</p> <p>Prof. activates all B&I Ch02 Assigns. in MyLab</p> <p>Prof. also Posts Ch02 Lecture Notes in Brightspace, and introduces Worksheet for screening ideas for business based on Personal Preferences and the idea’s business potential.</p>
5		Tues Feb. 10	Feb. 16 for #1	<p>#1) Watch ABC-TV’S SHARK TANK (ST) SEASON 15, Episode 11 Presentation videos (S15E11), then answer associated M/C Questions 1-24 for 5 pts. BSpAssign)</p> <p>IN-CLASS SHARK TANK (ST) REINFORCEMENT DISCUSSION WILL BE OF ONLY LATEST ST ASSIGNMENT ALREADY COMPLETED BY STUDENT AND GRADED BY THIS CLASS DATE</p> <p>IN-CLASS MINI SIM ON ENTREPRENEURSHIP</p> <p>NOTE WELL: AS A CONTINGENCY, TWO ATTEMPTS ARE ALLOWED FOR EACH BRIGHTSPACE M/C-FORMATED ASSIGNMENT, AND 115 MINUTES (i.e., 1.5 TIMES THE CLASS TIME OF 75 MINS. FOR A REGULAR CLASS SESSION) ARE ALSO ALLOWED TO BE USED UNINTERRUPTED IN A SITTING FOR EACH, PROVIDED YOU CONSTANTLY MOVE THE</p>	<p>Indiv. Shark Tank SEASON 15 Episode 11 Assignment in Brightspace Drop box</p>	<p>Around 11:59 PM on 02/10/2026 Prof. ASSIGNS ABC-TV’S SHARK TANK SEASON 15, EPISODE 11 Video’s four presentations, AND GIVES WRITTEN INSTRUCTIONS FOR COMPLETING THE ST ASSIGNMENT</p> <p>--Q&A Shark Tank Assign?</p> <p>MINI SIM ON E-SHIP? Prof. reminds students of assignments originating this week; posts the reminder in BSpace Announcements.</p> <p>Class discussions: --Reinforce</p>

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C-1	C-2			C4	C-5	C-6
				<p>CURSOR TO PREVENT YOUR DEVICE FROM TIMING-OUT DUE TO INACTIVITY AND CLOSING THE ASSIGNMENT. You will receive 100% of the score you achieve in your attempt #1; if you do a second attempt after attempt #1, for whatever reason, your first attempt’s score will be ignored: any second attempt automatically replaces the first attempt, and you will receive only 85% of the score you achieve in the second attempt, and that would be the case regardless of your score in the first attempt.</p> <p>NOTE: Expired or Closed assignments will not be reopened henceforth for any student already on the course roster by today (02/10/2026)</p> <p>The Entrepreneurship Case of Dineh Mohajer and HARD CANDY Cosmetics (Harcourt Brace & Co., video)</p>		<p>Concepts Overview. What is a business? Entrep. Environ. --Entrep. Process Phases: Intro. --HIBT Podcast?</p> <p>Prof. floats: Bringing it all together so far: (i) List two to three ideas or visions for your potential bus. Venture project. (ii) Comparatively evaluate them based on <u>Personal objectives</u> and each <u>Idea’s business potential</u></p>
6	<p>B&I Ch.03: Feasibility Analysis</p> <ol style="list-style-type: none"> 1. Explain what a feasibility analysis is and why it’s important. 2. Describe a product/service feasibility analysis, explain its purpose, and discuss the two primary issues that a proposed business should consider in this area. 3. Describe an industry/market feasibility analysis, explain its purpose, and discuss the two primary issues to consider when completing this analysis. 4. Explain what an organizational feasibility analysis is and its purpose and discuss the two primary issues to consider when completing this analysis. 5. Describe what a financial feasibility analysis is, explain its importance, and discuss the most critical issues to consider when completing this analysis. 6. Describe a feasibility analysis template and explain why it is important for entrepreneurs to use this template 	Thurs. Feb. 12	Feb. 18 for #1 to #3	<p>#1) Ch.03 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts)</p> <p>#2) Ch.03 Video Assign. (Max. 1 Video MyLAssign)</p> <p>#3) Ch.03 Quiz (Max. 3 Quiz MyLAssign Pts)</p> <p>Variations on the Theme of Business Plan/Planning: There’s always a plan: unwritten vs written. Comprehensive vs Ad Hoc. Alternatives: The Bus. Model Canvas; Pitch Deck; Feasibility Report (██████████)</p> <p>NOTE: Expired or Closed assignments will not be reopened henceforth for any student already on the course roster by today (02/12/2026)</p> <p>IN-CLASS Chapt.3 Case Study On High Country Tires: Financial Analysis</p>	In MyLab In MyLab In MyLab	<p>Prof. Posts Ch03 Lecture Notes in Brightspace.</p> <p>Prof. activates all Ch03 Assigns. in MyLab</p>
7		Tues. Feb. 17	Feb. 26 for #1	<p>TEAM PROJECT: “Phase 1: Ideation & Planning” Deliverable for Phase 1 due this session in class</p>	#1--Teams	<p>Around 11:59 PM on (02/17/2026) Prof. ASSIGNS ABC-TV’S SHARK TANK SEASON 15, EPISODE 13 Video’s four</p>

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C-1	C-2			(5.0 Pts Team Assign) #1) Team Project Deliverable for “Phase 2: MVP Development” Assigned (6.25 Pts Team Assign)	submit Deliverable in Class	presentations, AND GIVES WRITTEN INSTRUCTIONS FOR COMPLETING THE ST ASSIGNMENT Prof. reminds students of assignments originating this week; posts the reminder in BSpace Announcements. Prof. floats: “But Will It Fly?” by Wilson Harrell
8	B&I Ch.04: Developing an Effective Business Model 1. Describe business models and discuss their importance. 2. Identify and describe the two general types of business models—standard and disruptive. 3. Explain the components of the Barringer/Ireland Business Model Template that entrepreneurs can use to develop a business model for their firm.	Thurs. Feb. 19	Feb. 19 for #1 Feb. 26 for #2 to #4	#1) Bus. Model Canvas Video by Steve Blank – found in YouTube (Max. ? Pts Video In Class Exercise) #2) Ch.04 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts) #3) Ch 04 Video Assign (Max. 1 Video MyLAssign Pts) #4) Ch.04 Quiz (Max. 3 Quiz MyLAssign Pts)	In MyLab--#2 In MyLab--#3 In MyLab--#4	The Business Model Canvas - 9 Steps to Creating a Successful Business Model - Startup Tips—by Steve Blank https://www.youtube.com/watch?v=IP0cUBWTgpY Prof. also Posts Ch04 Lecture Notes in Brightspace. Prof. activates all Ch04 Assigns. in MyLab
9		Tues Feb 24	Mar. 02 for #1 to #4	#1) Watch ABC-TV’S SHARK TANK (ST) SEASON 15, Episode 12 Presentation videos (S15E12), then answer associated M/C Questions 1-24 for 5 pts. BSpAssign) IN-CLASS MINI SIM ON NEW PRODUCT DEVELOPMENT (Ch11 B&I)	Indiv. Shark Tank SEASON 15 Episode-12 Assignment in Brightspace Drop box	Around 11:59 PM on (02/24/2026) Prof. ASSIGNS ABC-TV’S SHARK TANK SEASON 15, EPISODE 12 Video’s four presentations, AND GIVES WRITTEN INSTRUCTIONS FOR COMPLETING THE ST ASSIGNMENT Prof. reminds students of assignments originating this week; posts the reminder in BSpace Announcements. Class discussions:

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C-1	C-2			C4	C-5	C-6
						--Shark Tank S15E11Takeaways? --HIBT Podcast?
10	B&I Ch.05: Industry & Competitor Analysis 1. Explain the purpose of an industry analysis. 2. Identify and discuss the five competitive forces that determine industry profitability. 3. Explain the value that entrepreneurial firms create by using the five forces model successfully. 4. Identify the five primary industry types and the opportunities they offer. 5. Explain the purpose of a competitor analysis and a competitive analysis grid.	Thurs. Feb. 26	Mar. 04 for #1 to #3 April 02 for #4	TEAM PROJECT: “Phase 2: MVP Development,” Deliverable for Phase 2 due in this session in class (6.25 Pts Team Assign) #1) Ch.05 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts) #2) Ch 05 Video Assign (Max. 1 Video MyLAssign #3) Ch.05 Quiz (Max. 3 Quiz MyLAssign Pts) #4) TEAM PROJECT: “Phase 3: Scaling Strategies,” Assigned (6.25 Pts Team Assign) #5) Industry Analysis Video Lecture by Harry Redinger YouTube Industry Analysis Video https://www.youtube.com/watch?v=fEqG6b6gID4	In MyLab--#1 In MyLab--#2 In MyLab--#3 #4--Teams submit Deliverable in Class	Prof Posts Ch05 Lecture Notes in Brightspace. Prof. activates all Ch05 Assigns. in MyLab Prof. discusses Industry and Market Research & Sources
11		Tues. Mar. 03	Mar. 09 for #1	#1) Watch ABC-TV'S SHARK TANK (ST) SEASON 15, Episode 13 Presentation videos (S15E13), then answer associated M/C Questions 1-24 for 5 pts. BSpAssign) IN-CLASS Chapt.5 Case Study On Filipino Fast Food Chain, Jollibee Thrives Amid Fierce Industry Competition	Indiv. Shark Tank SEASON 15Episode-13 Assignment in Brightspace Drop box	Around 11:59 PM on (03/03/2026) Prof. ASSIGNS ABC-TV'S SHARK TANK SEASON 15, EPISODE 13 Video's four presentations, AND GIVES WRITTEN INSTRUCTIONS FOR COMPLETING THE ST ASSIGNMENT Prof. reminds students of assignments originating this week; posts the reminder in BSpace Announcements.

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		Start Date C-2	Expiration or Closing Date C-3(B)			
C-1						
12	B&I Ch.06 Writing a Business Plan 1. Explain the purpose of a business plan. 2. Describe who reads a business plan and what they are looking for. 3. Discuss the guidelines to follow to write an effective business plan. 4. Identify and describe a suggested outline of a business plan. 5. Explain how to effectively present a business plan to potential investors.	Thurs. Mar. 05	Mar. 11 for #1- #3. Mar. 12 for #4.	#1) Ch.06 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts) #2) Ch 06 Video Assign (Max. 1 Video MyLAssign Pts) #3) Ch.06 Quiz (Max. 3 Quiz MyLAssign Pts) #4) MIT Business Planning Video - Prof. Joe Hadzima (Max. 5 Pts Video BSpAssign)) Students should Review the following sections of The Nuts and Bolts of Great Business Plans, 2014” from Syracuse University: VII. OPERATIONS PLAN; VIII. MANAGEMENT TEAM; IX. OVERALL SCHEDULE; X. CRITICAL RISKS, PROBLEMS, AND ASSUMPTIONS “Business Operational Mechanics” (Organizational Planning) Lecture Video by Harry Redinger?	In MyLab #1 to #3 Dropbox In Brightspace-#4	Prof. assigns Lecture Video: “Introduction and Overview of Business Plans.” Prof. activates Ch06 Assigns. in MyLab Prof. reminds students of assignments originating this week; posts the reminder in BSpace Announcements. Prof. directs students to copy of The Nuts and Bolts of Great Business Plans, 2014” Operations Planning
13	Barringer & Ireland (B&I) text, PART 3: MOVING FROM AN IDEA TO AN ENTREPRENEURIAL FIRM B&I Ch.07: Preparing the Proper Ethical and Legal Foundation 1. Discuss actions founders can take to establish a strong ethical culture in their entrepreneurial ventures. 2. Describe actions new firms can take to deal effectively with legal issues. 3. Provide an overview of the business licenses and permits that startups must obtain before they begin operating. 4. Identify and describe the different forms of organizations available to new firms.	Tues. Mar. 10	Mar. 16 for #1 - #3 Mar. 18 for #5	#1) Ch.07 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts) #2) Ch 7 Video Assign (Max. 1 Video MyLAssign Pts) #3) Ch.07 Quiz (Max. 3 Quiz MyLAssign Pts) #4) Podcast on Legal formats for business IN-CLASS MINI SIM ON ETHICS & SOCIAL RESPONSIBILITY (Ch 07) IN-CLASS Chapt.7 Case Study On Questionable Sales Strategies #5) Watch ABC-TV’S SHARK TANK (ST) SEASON 15, Episode 14 Presentation videos (S15E14), then answer associated M/C Questions 1-24 for 5 pts. BSpAssign)	In MyLab for #1 to #3 #4 in class #5: Indiv. Shark Tank SEASON 15 Episode-14 Assignment in Brightspace Drop box	Around 11:59 PM on (03/10/2026) Prof. activates Ch07 Assigns. in MyLab Prof. also Posts Ch07 Lecture Notes, PODCAST in Brightspace Prof. ASSIGNS ABC-TV’S SHARK TANK SEASON 15, EPISODE 14 Video’s four presentations. Class discussions: --Reinforce Industry Analysis --Special Write-up Business Planning/Plans --Operational Planning

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14		Thurs. Mar. 12	Tues. Mar. 12 Midterm Exam.	<p>Midterm Exam on B & I Chapters 1,2,3,4,5 and 6, IN MyLab using reserved University Computer during the class period STARTING 3:05 PM. Duration or Time allowed: 115 minutes <i>between 3:05 pm and 11:00 pm.</i> There is no “Pause” function on Exam. You must finish/complete it once you start the exam.</p> <p>Since a University computer is reserved for you to take this exam in this course’s classroom and class period, if you elect or choose to take the exam outside the classroom or class session, using your own technology, you’ll solely be responsible for the functionality of that technology. Your computer issues (e.g., crashes, Wi-Fi and power outages) will not be accepted as excuses for your not completing the exam</p>	In MyLab	Prof. creates and activates 60 M/C Exam questions in MyLab
15	<p>B&I Ch.12 The Importance of Intellectual Property</p> <ol style="list-style-type: none"> 1. Define the term intellectual property and describe its importance. 2. Explain what a patent is and describe different types of patents. 3. Describe a trademark and explain the process entrepreneurs use to obtain one. 4. Define a copyright and identify what a copyright can protect. 5. Describe a trade secret and understand the common causes of trade secret disputes. 6. Explain what an intellectual property audit is and identify the two primary reasons entrepreneurial firms should complete this type of audit. 	Tues. Mar. 17	Mar.23 for #1 to #4	<p>#1) Ch.12 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts)</p> <p>#2) Ch 12 Video Assign (Max. 1 Video MyLAssign</p> <p>#3) Ch.12 Quiz (Max. 3 Quiz MyLAssign Pts)</p> <p>#4) Lecture Video Assignment: MIT “Legal Issues,” featuring attorney, Joe Hadzima (Max. 5 Pts Video BSpAssign</p> <p>IN-CLASS Chap. 12 Case Study On Goliath Vs Goliath: Examining Intellectual Property and the Dispute Between Apple and Samsung</p>	<p>In MyLab for #1-#3.</p> <p>Dropbox In Brightspace for #4</p> <p>In MyLab In Class</p>	<p><u>PROGRESS REPORT ISSUED 03/17/2026 IN CLASS</u></p> <p>Prof. activates Ch12 Assigns. in MyLab</p> <p>Prof. also Posts Ch12 Lecture Notes in Brightspace</p> <p>Assigns Lecture Video titled: “Legal Issues,” featuring Joe Hadzima, who is an attorney.</p> <p>(This video is Part of the MIT’s Nuts and Bolts of New Ventures and Business Plans, by Joe Hadzima,)</p>

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16	<p>B&I Ch.08: Assessing a New Venture’s Financial Strength and Viability</p> <ol style="list-style-type: none"> Learn about the importance of understanding the financial management of an entrepreneurial firm. Identify entrepreneurial ventures’ four main financial objectives. Describe the financial management process entrepreneurial firms use. Explain the difference between historical and pro forma financial statements. Describe the different historical financial statements and their purposes. Discuss the role of forecasts in projecting a firm’s future income and expenses. Explain the purpose of pro forma financial statements. 	Thurs. Mar. 19	Mar. 31 for #1-#4.	<p>#1) Ch.08 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts)</p> <p>#2) Ch 8 Video Assign (Max. 1 Video MyLAssign Pts)</p> <p>#3) Ch.08 Quiz (Max. 3 Quiz MyLAssign Pts)</p> <p>#4) MIT Financial Projections Video – Charlie Tillett (Max. 5 Pts Video BSpAssign)</p> <p>Student to Review Tim Berry, Palo-Alto Software: Build from scratch: Forecasting approach: see, SBA Business Plan Webinar Parts 6 and 7 (videos) https://www.youtube.com/watch?v=i7QwgvH2vV8 https://www.youtube.com/watch?v=CJqFDky8uJ0</p> <p>IN-CLASS MINI SIM ON ACCOUNTING (Ch.08)</p>	In MyLab--#1-#3 Dropbox In Brightspace for #4	<p>Around 11:59 PM on 03/19/2026 Prof. Posts Ch08 Lecture Notes in Brightspace,</p> <p>Prof. Posts Lecture Video Assignment: “Financial Projections,” featuring Charlie Tillett. (This video is Part of the Nuts and Bolts of New Ventures and Business Plans, by Joe Hadzima, MIT)</p>
17	<p>Barringer & Ireland (B&I) text, PART 3: MOVING FROM AN IDEA TO AN ENTREPRENEURIAL FIRM</p> <p>B&I Ch.09 Building a New Venture Team</p> <ol style="list-style-type: none"> Explain the concept called liability of newness. Describe a new-venture team and discuss the primary elements that form such a team. Identify professional advisers and explain their role with a new-venture team. Explain why a new-venture team might use consultants to obtain advice. 	Tues. Mar.31	Apr. 06 for #1-#4.	<p>IN-CLASS Chap. 8 Case Study on High Country Tires: Building a Cash Budget</p> <p>#1) Ch.09 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts)</p> <p>#2) Ch 09 Video Assign (Max. 1 Video MyLAssign Pts)</p> <p>#3) Ch.09 Quiz (Max. 3 Quiz MyLAssign Pts)</p>	In MyLab -#1 In MyLab--#2 In MyLab--#3	Prof. Posts Ch09 Lecture Notes in Brightspace and Activates Ch09 Assigns. in MyLab. Prof. also
18	<p>B&I Ch.10: Getting Financing or Funding</p> <ol style="list-style-type: none"> Describe the importance of financing for entrepreneurial success. Explain why most entrepreneurial ventures need to raise money during their early life. Identify and describe the three sources of personal financing available to entrepreneurs. Identify and explain the three steps involved in properly preparing to raise debt or equity financing. 	Thurs. Apr. 02	Apr. 08 for #1-#3. Apr. 09 for #4. Apr. 21 for #5	<p>#1) Ch.10 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts)</p> <p>#2) Ch 10 Video Assign (Max. 1 Video MyLAssign Pts)</p> <p>#3) Ch10 Quiz (Max. 3 Quiz MyLAssign Pts)</p> <p>#4) #5) Watch ABC-TV’S SHARK TANK (ST) SEASON 15, Episode 15 Presentation videos (S15E15), then answer associated M/C Questions 1-24 for 5 pts. BSpAssign)</p> <p>TEAM PROJECT: “Phase 3: Scaling</p>	#1-#3 In MyLab #4 in Brightspace #5--Teams submit Deliverable in Class	<p>Prof. Posts Ch10 Lecture Notes in Brightspace and Activates Ch10 Assigns. in MyLab. Prof. also ASSIGNS ABC-TV’S SHARK TANK SEASON 15, EPISODE #18 video</p> <p>--Special Practicum project TBD</p> <p>--Shark Tank</p>

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		Start Date C-2 C-3(A)	Expiration or Closing Date C-3(B)			
C-1						
	5. Explain the three most important sources of equity funding that are available to the entrepreneurial firm. 6. Describe common sources of debt financing entrepreneurial firms use. 7. Describe several creative sources of financing entrepreneurial firms may choose to use.			Strategies,” Deliverable due this session in class (6.25 Pts Team Assign) #5) TEAM PROJECT: “Phase 4: Performance Analysis & Final Report,” Assigned (7.50 Pts Team Assign) Check these out: https://www.youtube.com/watch?v=U9SHBbJwA4 How to APPLY and Get APPROVED for an SBA 7-A Loan Step-By-Step Guide https://www.youtube.com/watch?v=j_NJNP4Prew		S15E17 Takeaways? --HIBT Podcast?
19	Barringer & Ireland (B&I) text, PART 4: MANAGING & GROWING AN ENTREPRENEURIAL FIRM B&I Ch.11 Unique Marketing Issues 1. Explain the three steps (segmenting the market, selecting a target market, and establishing a unique market position) entrepreneurial firms use to identify their customers. 2. Define a brand and explain why it is important to an entrepreneurial firm’s marketing efforts. 3. Identify and explain the 4Ps of marketing activities (product, price, promotion, and place) used by entrepreneurial firms. 4. Describe the seven-step sales process an entrepreneurial firm uses to identify prospects and close sales.	Tues. Apr. 07	Apr. 13	#1) Ch.11 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts) #2) Ch 11 Video Assign (Max. 1 Video MyLAssign Pts) #3) Ch.11 Quiz (Max. 3 Quiz MyLAssign Pts) #4) MIT Marketing Video –Bob Jones (Max. 5 Pts Video BSpAssign) IN-CLASS MINI SIM ON SEGMENTING, TARGETING AND POSITIONING? (Ch11).	#1-#3 in Mylab #4 in Brightspace Dropbox	Prof. Posts Ch11 Lecture Notes in Brightspace. Prof. also activates Ch11 Assigns. in MyLab Instructor Posts Lecture Video Assignment: “Marketing and Sales,” featuring Bob Jones. (This video is Part of the Nuts and Bolts of New Ventures and Business Plans , from MIT)
20		Thurs. Apr. 09	Apr. 09	Continue B&I Ch.11 Unique Marketing Issues IN-CLASS Chap. 14 Case Study on Growing Too Fast? Examining the Evolution of Zynga	In Class	Class discussions --Reinforce Marketing Planning
21	Focus on THE ENTERPRISE UNDER DESIGN, OR THE NASCENT ENTERPRISE, and Managing and Growing/Scaling the new venture B&I Ch.13 Preparing For and Evaluating the Challenges of Growth AND Ch.14 Strategies for Firm Growth	Tues. Apr. 14	Apr. 14 for #1 and #2 Apr. 20 for #3.	#1) Ch.14: IN-CLASS MINI SIM ON GOING GLOBAL #2) Ch.14: IN-CLASS MINI SIM ON MANAGING IN A GLOBAL ENVIRONMENT #3) Ch 13 Video Assign (Max. 1 Video MyLAssign Pts)	#1 and #2 In Class #3 in MyLab	Prof. creates rubric for summarizing the Video Presentation: “The 7 Lifecycle Stages Every Business Experiences” by Les McKeown Class discussions: --Pitch Deck Assign. --Reinforce

Sequence	This <u>Column 2</u> lists what we want to be able to do and <u>Col.1</u> (to the left) lists the planned chronological progression. <u>Columns 3 to 6</u> (to the right) show the <u>plan</u> for achieving the objectives listed in this <u>Col.2—who should do what, where and when.</u>	Assignment or Activity “Open” Window (Please, Avoid Postponing to the Last minute!) C-3		Assignments or Activities Required to be Completed by the Student Strictly Within the “Open” Window Which closes on the Expiration Date	Where are the Assignments to be Completed?	Instructor’s Activity
		Start Date C-3(A)	Expiration or Closing Date C-3(B)			
C-1	<p>Learning Objectives (Ch.13)</p> <ol style="list-style-type: none"> Describe how firms can properly prepare for growth. Discuss the six most common reasons firms pursue growth. Explain the importance of being able to manage the stages of growth. Describe the challenges of firm growth, particularly those of adverse selection and moral hazard <p>Learning Objectives (Ch.14)</p> <ol style="list-style-type: none"> Identify and discuss the core internal growth strategy for entrepreneurial firms. Describe additional internal product-growth strategies entrepreneurial firms can use. Examine international expansion as a growth strategy. Discuss different types of external growth strategies <p>7-1. Discuss the types of enterprises to set-up, in terms of: (a) <u>legal format</u> (Framework for Understanding Choice of An Enterprise Legal Format), and the bureaucratic formalities to be followed; (b) <u>potential impact</u>—low-impact vs high-impact (of mice, gazelles, and elephants); (c) <u>mechanisms and arrangements</u> not requiring the formation or establishment of an entity</p>			<p>#The 7 Lifecycle Stages Every Business Experiences by Les McKeown. Predictable Success CEO and founder Les McKeown explains how to take a startup from days of struggle to success https://www.youtube.com/watch?v=AXXhxqHU5Fg LES McKeown Les McKeown: "Predictable Success" https://www.youtube.com/watch?v=w2SKA45z2ws 7 stages every growing business experiences https://www.msn.com/en-gb/sport/other/the-7-lifecycle-stages-every-business-experiences/vi-AAg55TP</p>		Managing/Shepherding. emerging entity towards the bounds of entrepreneurship --HIBT Podcast?
22	<p>7-2. View the potential enterprise in terms of an input-output system and understand the system elements as corresponding to elements of the internal environment of the enterprise, which embody its strengths and weaknesses.</p> <p>7-3. Discuss how the potential/nascent enterprise can interact with its external environment; how it can manage conflicting interests of its stakeholders and evolve strategies for competing.</p> <p>7-4. Understand the <u>bounds</u> of entrepreneurship for an actualized business idea, or a successful business startup: IPO, harvest, or attainment of self-sustaining operational status—what begins also ends.</p> <p>7-5. Understand the implications of the <u>life-cycle stages that the enterprise could face</u>, and what are some of the suggested ways of navigating through their critical inflection points</p>	Thurs. Apr. 16	Apr. 20			
23	<p>Focus on THE ENTREPRENEURSHIP PROCESSES for Going into Business through Purchasing and/or Franchising.</p> <ol style="list-style-type: none"> Compare & Contrast Purchasing an established business outrightly vs Starting from scratch vs Franchising Why Buy a business? Finding businesses for sale Critical Professionals to Engage or Involve: Who does what and when (Steps in Business Acquisition?) Due Diligence, Negotiations, Agreement & Closing <p>Barringer & Ireland (B&I) text, PART 4: MANAGING & GROWING AN ENTREPRENEURIAL FIRM</p>	Tues. Apr. 21	Apr. 29 for #1- #3. Apr. 30 for #4	<p>Franchising:</p> <p>#1) Ch.15 Dynamic Study Module (Max. 1.5 DSM MyLAssign Pts)</p> <p>#2) Ch 15 Video Assign (Max. 1 Video MyLAssign Pts)</p> <p>#3) Ch.15 Quiz (Max. 3 Quiz MyLAssign Pts)</p> <p>Business Entry Via Outright Purchase of an Established Business:</p> <p>#4) Buying an Existing Business Video by Howard Wayland: (Max. 4 Pts BSpAssign) https://www.youtube.com/watch?v=g7C6dsKYoiY</p>	In MyLab--#1 In MyLab--#2 In MyLab--#3 Drop box In Brightspace for #4	Around 11:59 PM on 04/23/2026 Prof. Posts Ch15 Lecture Notes in Brightspace; Activates Ch15 Assigns in MyLab Posts Lecture Video in Brightspace on Buying an Existing Business Prof. creates an Assignment drop box in Brightspace for #4 Class discussions: --Pitch Deck Assign. --Reinforce Managing/Shepherding.

Se qu en ce	This Column 2 lists what we want to be able to do and Col.1 (to the left) lists the planned chronological progression. Columns 3 to 6 (to the right) show the plan for achieving the objectives listed in this Col.2—<u>who should do what, where and when.</u>	Assignment or Activity “Open” Window (Please, Avoid Postponing to the Last minute!) C-3		Assignments or Activities Required to be Completed by the Student Strictly Within the “Open” Window Which closes on the Expiration Date	Where are the Assignments to be Completed?	Instructor’s Activity
		Start Date C-2	Expiration or Closing Date C-3(A)			
C-1	B&I Ch.15: Franchising 1. Explain franchising and how this form of business ownership works. 2. Describe steps entrepreneurs can take to establish a franchise system. 3. Become familiar with the advantages and disadvantages of establishing a franchise system. 4. Describe actions and issues associated with a decision to buy a franchise. 5. Explain the steps an entrepreneur goes through to buy a franchise. 6. Identify and explain the various legal aspects associated with the franchise relationship. 7. Discuss two additional issues—franchise ethics and international franchising—entrepreneurs should think about when considering franchising			What is business acquisition: https://www.youtube.com/watch?v=618graZiXCQ IN-CLASS Chap. 15 Case Study on Learning from Marquee Franchises that Avoided Failure: Case of Sbarro and Quiznos TEAM PROJECT: “Phase 4: Performance Analysis & Final Report,” Deliverable due this session in class (7.50 Pts Team Assign).	Teams submit Deliverable in Class	emerging entity towards the bounds of entrepreneurship --Special Practicum project TBD --Shark Tank --HIBT Podcast?
24	. INTRODUCTION TO INTRAPRENEURSHIP (Corporate Venturing): E-ship Within an Existing Organization 1. Define term, <i>Intrapreneurship</i> or <i>Corporate Venturing</i> 2. Need for entrepreneurial thinking in organizations 3. Describe some of the obstacles to Intrapreneurship 4. Some Conceptual Models for Intrapreneurship or Corporate Entrepreneurship	Thurs. Apr. 23	Apr. 23	Intrapreneurship or Corporate Venturing: It is reasonable to expect that most of those pursuing expertise in functional areas (e.g., marketing or management concentrations) are more likely to end up as employees rather than as founders. This makes intrapreneurship (entrepreneurship within established entities) a compelling topic in this type of course, since the bulk of paralyzing risks that can discourage independent exploration can be borne by the established organization. 1) Read the “ <i>Collected Papers on Intrapreneurship or Corporate Entrepreneurship.</i> ” and Respond to Questions to demonstrate your level of CU&E from the Material read (4 Pts BSpAssign)	Dropbox In Brightspace- #1	Prof. activates the Intrapreneurship assignment in Brightspace Assignment-Dropbox
25		Tues. Apr. 28	Apr. 28	Oral Presentations of Team Project Reports		
26		Thurs. Apr. 30	Apr. 30	Oral Presentations of Team Project Reports		
27		Tues. May 05	Tues. May 05	Mid-term Exam Make-Up: IN MyLab using University Computer in the course classroom only & only during the class period STARTING 3:05 PM. Duration or	ONLY In the course’s assigned classroom & in MyLab	Prof. activates Mid-term Make-up in MyLab

Se qu en ce	This <u>Column 2</u> lists what we want to be able to do and <u>Col.1</u> (to the left) lists the planned chronological progression. Columns 3 to 6 (to the right) show the <u>plan</u> for achieving the objectives listed in this <u>Col.2</u> — <u>who should do what, where and when.</u>	Assignment or Activity “Open” Window <i>(Please, Avoid Postponing to the Last minute!) C-3</i>		Assignments or Activities Required to be Completed by the Student Strictly Within the “Open” Window Which closes on the Expiration Date	Where are the Assignments to be Completed?	Instructor’s Activity
		Start Date C-3(A)	Expiration or Closing Date C-3(B)			
C-1	C-2			C4	C-5	C-6
				Time allowed: 115 minutes <i>Must complete the make-up exam once started</i>		
28	Final Day of Reg. Classes	Thurs May 07	Thurs May 07	Special Consideration Exercises for Make-up (As discussed on p.7 of this Syllabus) <i>(Duration or Time Allowed: 115 minutes between 03:05 pm and 11:00 pm. Must complete the exam once started)</i>	In MyLab	Prof. activates Special Cons. Exercises in MyLab
29		Tues. May 12	Tues. May 12	Final Exam. on B & I Chapters 7, 8, 9, 10, 11, 12, and 15, IN MyLab using University Computer in the course classroom & class period STARTING 3:05 PM. Duration or Time allowed: 115 minutes <i>between 3:05 pm and 11:00 pm.</i> There is no “Pause” function on Exam. You must finish/complete it once you start the exam. Since a University computer is reserved for you to take this exam in this course’s classroom and class period, if you elect or choose to take the exam outside the classroom or class session, using your own technology, you’ll solely be responsible for the functionality of that technology. Your computer issues (e.g., crashes, Wi-Fi and power outages) will not be accepted as excuses for your not completing the exam.	In MyLab	Prof. activates Final Exam in MyLab

Last Day for ADD-DROP...Feb. 03, 2026. Late online registration ends... Feb. 12, 2026. Midterm Progress Report...Mar. 09 to Mar. 20, 2026.

Last Day to Withdraw or apply for Pass/Fail...May. 01, 2026. Course Final Grade Report...May 11 to May 20, 2026.

SOURCES OF HELP IN THE ENTREPRENEURIAL JOURNEY: SBA, SBDC, SCORE, E-FOR-ALL.ORG, BUFFALO START-UP WEEK...

¹ Certified Public Accountant (Non practicing)

² Chartered Global Management Accountant (Non practicing)

³ See <https://dailybulletinarchive.buffalostate.edu/provost/new-instructional-modality-definitions-all-courses/>

⁴ See <http://bscintra.buffalostate.edu/dops/policysect1/011600.pdf>

⁵ See <https://dailybulletin.buffalostate.edu/provost-and-vice-president-academic-affairs/reminder-important-academic-policies-deadlines-0?month=2021-03&var=2021-03-15> Provost’s discussion of Important Academic Policies, Deadlines <http://dailybulletin.buffalostate.edu/?var=2021-03-15&month=2021-03> In an announcement by SUNY-Buffalo State’s provost, titled “New Instructional Modality Definitions for All Courses,” and dated Monday, February 29, 2016, in a “traditional” course, “all course activity (is) organized around scheduled class meetings, which may be complemented with web-enhanced online course activity.” See <https://dailybulletinarchive.buffalostate.edu/provost/new-instructional-modality-definitions-all-courses/> <http://bscintra.buffalostate.edu/dops/policysect1/011600.pdf>



⁷ Why do I use Dynamic Study Modules (DSMs)? I use the DSMs because according Pearson Publishing, Inc.,: “Research from cognitive psychology, neurobiology and game studies make Dynamic Study Modules provably more effective than rote learning. In research studies, students mastered more than 95% of subject matter, spent 50-75% less time studying, got 41% more A’s and B’s, and increased pass rates by 47%. Dynamic Study Modules contain about 25 questions and take an average of 30 minutes to complete. Students answer multiple-choice questions in sets of 8. By focusing on only a few questions at once, they stay engaged. They double-click if they’re sure of an answer, single-click or give two answers if they’re unsure, or say they don’t know yet. • If they answer a question correctly the first time, they don’t see it again. • When they answer incorrectly, they have to give the right answer twice again. After each set of questions, students review material they didn’t know or got incorrect. By focusing on what they don’t know, they learn efficiently. They get credit for their correct answers as soon as they review the material. Reviewing material is part of the process of getting credit. In later sets, they’re retested on material they didn’t know as well as new material. Retesting confirms they understand the material and earns more credit. When they’ve mastered all the questions, they’re done. How many question sets a student sees depends on how quickly they get each question correct. Wrong answers never count, so students always have the potential of getting 100%. They lose credit only for not finishing a set or finishing after the due date. ...If they’ve finished only part, they have until the due date to finish the rest. Dynamic Study Modules are available on computer and smartphone.

Assign Dynamic Study Modules

- Before class to prepare students ...
- With homework to teach concepts adaptively
- Before quizzes and tests to reinforce key concepts” Source: (see: https://www.masteringsupport.com/videos/amplifire/whyuse_dsms_students/whyuse_dsms_students.html).

⁸ Please, suppress your instinct for any project, proscribed below, that utilizes or involves ALCOHOL, SUBSTANCES THAT HAVE NOT BEEN LEGALIZED (E.G., CANNABIS/MARIJUANA), TOBACCO, FIREARMS, EXPLOSIVES, or which, in any way, endangers the safety of group members or the reputation of this State University, or which violates the code of professional conduct (as profitable as it might be!) No credit will be given in this course for any of the proscribed projects. <https://dailybulletin.buffalostate.edu/search/site/state%20law%20against%20use%20of%20cannabis%20in%20the%20class>
<https://dailybulletin.buffalostate.edu/vice-president-student-affairs/federal-law-prohibits-marijuana-use-possession-campus>

⁹ See <https://bscintra.buffalostate.edu/dops/policysect8/080400.pdf>

¹⁰ This instructor’s experience is that the make-up route to dealing with tardiness has become too unwieldy, extremely time consuming and stressful to navigate, not to mention issues of fairness. When several students need to make up different assignments during a course in which some homework is assigned every week, either answers to the assignments or scores received in them cannot be divulged at all since that gives those making it up an undue advantage, and thus inadvertently rewards and promotes tardiness. Alternatively, the instructor becomes overwhelmed with designing and managing alternative assignments, and/or becomes ensnared endlessly responding to (1) questions of their comparability with the original counterparts, or (2) accusations that the make-ups are, patently, unfair to one group of students or another. Make-ups seem to have become the proverbial “ill-wind that blows nobody any good;” it seems to benefit only non-conformity.

¹¹ If every course participant could pile on the instructor with varying demands for assorted make-ups and exceptions, would the instructor not simply be overwhelmed and hamstrung to the point of having little, if any time, to move the course forward according to its plan, let alone be able to attend to other responsibilities? Some might counter or retort: “but not every student would have my type of extenuating circumstances.” One response to this type of retort is: how do you know—what makes you so sure of that? How many and what exceptions or deviations should be built into a course plan to every student’s satisfaction and still not overwhelm the instructor? What extenuating circumstances should trump others? Or, should the educational process be straddled with unchecked, unbridled free rein of participants’ extenuating circumstances and thus overwhelm and undermine proper focus on planned coursework, or so swamp the instructor that he would “burnout” and not really be able to function? If the instructor is inundated with navigating or litigating participants’ extenuating circumstances or demands such as to be significantly occupied with such deviations, would he still be able to discharge his expected regular responsibilities as demanding and complex as those might be? Should the course grade become a certificate of mediated extenuating circumstances...?

¹² Compare Richard B. Chase. “Where Does the Customer Fit in a Service Operation?” *Harvard Business Review*, Nov. 1978.

¹³ See Gary Guttings, “Why College is Not a Commodity,” in *The Chronicle Review*, September 25, 2015, p.B-9.