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 www.sfu.ca/Dean-
 GradStudies

MEMORANDUM

ATTENTION	Senate	DATE	10 November 2014
FROM	Mary-Ellen Kelm, Acting Dean of Graduate Studies	No.	GS2014.17
RE:	Beedie School of Business		

For information:

Acting under delegated authority at its meeting of June 9, 2014, SGSC approved the following new courses for the Graduate Certificate in Science and Technology Commercialization program which was approved by Senate on November 3, 2014.

New courses effective Fall 2015:

Beedie School of Business

New courses:

- BUS 790 Lab to Market
- BUS 791 Opportunity Identification and Assessment
- BUS 792 Financial Literacy for Entrepreneurs
- BUS 793 Business Models
- BUS 794 Leadership and Managing Teams
- BUS 795 Financing the New Venture
- BUS 796 Business Plan I
- BUS 797 Business Plan II



New Graduate Course Proposal Form

PROPOSED COURSE

Subject [eg. MAPH] BUS	Number [eg. 810] 790	Units [eg. 4] 2
Course Title (max 80 characters) Lab to Market		
Short Title [appears on transcripts, max 25 characters] Lab to Market		
Course Description for SFU Calendar <input type="checkbox"/> see attached document <input type="checkbox"/> Learning outcomes identified Innovation management frameworks are introduced and applied to articulate value propositions, assess viability, and manage resources in the commercialization of science. The students will apply these frameworks to an invention within their own lab or a related interest.		
Available Course Components: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete		This is a capstone course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (if any) <input type="checkbox"/> see attached document (if more space is required)		
<input type="checkbox"/> This proposed course is combined with an undergrad course: Course number and units: _____		
Additional course requirements for graduate students <input type="checkbox"/> See attached document (if this space is insufficient)		
Campus at which course will be offered (check all that apply) <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Surrey <input type="checkbox"/> GNW <input checked="" type="checkbox"/> Segal building		
Estimated enrolment 15	Date of initial offering January 2015	Course delivery [eg. 3 hrs/week for 13 weeks] 3.5 hrs/week for 6 weeks
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students will require criminal record checks)		
Justification <input type="checkbox"/> See attached document (if more space is required)		
Required course for new certificate program		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <input type="checkbox"/> information about their competency to teach the course is appended Elicia Maine or Sarah Lubik
Number of additional faculty members required in order to offer this course 0
Additional space required in order to offer this course <input type="checkbox"/> see attached document No
Additional specialized equipment required in order to offer this course <input type="checkbox"/> see attached document No
Additional Library resources required (append details) <input type="checkbox"/> Annually \$ _____ <input type="checkbox"/> One-time \$ _____ No

PROPOSED COURSE from first page

Program (eg. MAPH) BUS	Number (eg. 810) 790	Units (eg. 4) 2
Course title (max 80 characters) Lab to Market		

APPROVAL SIGNATURES

When a department proposes a new course it must first be sent to the chairs of each faculty graduate program committee where there might be an overlap in course content. The chairs will indicate that overlap concerns have been dealt with by signing the appropriate space or via a separate memo or e-mail (attached to this form).

The new course proposal must also be sent to the Library for a report on library resources.

Once overlap concerns have been dealt with, signatures indicate approval by the department, home faculty and Senate Graduate Studies Committee.

Other Faculties

The signature(s) below indicate that the Dean(s) or designate of other Faculties affected by the proposed new course support(s) the approval of the new course.

Name of Faculty	Signature of Dean or Designate	Date

Departmental Approval (non-departmentalized faculties need not sign)

Department Graduate Program Committee Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14
Department Chair Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14


Faculty Approval

Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Program Committee Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14
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Senate Graduate Studies Committee Approval

SGSC approval indicates that the Library report has been seen, and all resource issues dealt with. Once approved, new course proposals are sent to Senate for information.

Senate Graduate Studies Committee M.E. KELLY	Signature 	Date November 7, 2014
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CONTACT

Upon approval of the course, the Office of the Dean of Graduate Studies will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the new course in the student record system.

Department / School / Program Beedie/Graduate Programs	Contact name Sharan Minhas	Contact email busarcrd@sfu.ca
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BUS 790: LAB TO MARKET

Instructor: Elicia Maine
Office Phone: 778-782-5260
Email: emaine@sfu.ca

Semester: Spring 2015
LMS: TBA

COURSE DESCRIPTION

This course outlines challenges and opportunities in the commercialization of science. Innovation management frameworks are introduced and applied to articulate value propositions, assess viability, and manage resources in the commercialization of science. The students will apply these frameworks to an invention within their own lab or a related interest.

OBJECTIVES

- Define a value proposition
- Assess the viability of an invention
- Create a technology roadmap, mapping technology objectives to market opportunities
- Assess the advantages and disadvantages of the market for technology versus the product market
- Recognize disruptive technology opportunities

BOOK AND MATERIALS

Maine, E.M.A. and Ashby, M.F. (2002), "Succeeding with New Materials"

Cases TBA

LEARNING AND ASSESSMENT

Assessment summary

Evaluation in the course will be based on a combination of group and individual work.

Individual	Participation	20%
	Final Project	60%
Group	Group Project	20%
	Total	100%



New Graduate Course Proposal Form

PROPOSED COURSE

Subject (eg. MAPH) BUS	Number (eg. 810) 791	Units (eg. 4) 2
Course Title (max 80 characters) Opportunity Identification and Assessment		
Short Title (appears on transcripts, max 25 characters) Opportunity ID & Assess		
Course Description for SFU Calendar <input type="checkbox"/> see attached document <input type="checkbox"/> Learning outcomes identified Frameworks for identifying customers, prioritizing target markets, customer segmentation, technology adoption, product development and product/service pricing. Students will define value propositions for an invention within their own lab.		
Available Course Components: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete		This is a capstone course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (if any) <input type="checkbox"/> see attached document (if more space is required)		
<input type="checkbox"/> This proposed course is combined with an undergrad course: Course number and units: _____		
Additional course requirements for graduate students <input type="checkbox"/> See attached document (if this space is insufficient)		
Campus at which course will be offered (check all that apply) <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Surrey <input type="checkbox"/> GNW <input checked="" type="checkbox"/> <u>Seagr Building</u>		
Estimated enrolment 15	Date of initial offering January 2015	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 6 weeks
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students will require criminal record checks)		
Justification <input type="checkbox"/> See attached document (if more space is required) Required course for new certificate program		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <input type="checkbox"/> information about their competency to teach the course is appended Colleen Collins or Sarah Lubik or Brent McFerran
Number of additional faculty members required in order to offer this course 0
Additional space required in order to offer this course <input type="checkbox"/> see attached document None
Additional specialized equipment required in order to offer this course <input type="checkbox"/> see attached document None
Additional Library resources required (append details) <input type="checkbox"/> Annually \$ _____ <input type="checkbox"/> One-time \$ _____ None

PROPOSED COURSE from first page

Program (eg. MAPH) BUS	Number (eg. 810) 791	Units (eg. 4) 2
Course title (max 80 characters) Opportunity Identification and Assessment		

APPROVAL SIGNATURES

When a department proposes a new course it must first be sent to the chairs of each faculty graduate program committee where there might be an overlap in course content. The chairs will indicate that overlap concerns have been dealt with by signing the appropriate space or via a separate memo or e-mail (attached to this form).

The new course proposal must also be sent to the Library for a report on library resources.

Once overlap concerns have been dealt with, signatures indicate approval by the department, home faculty and Senate Graduate Studies Committee.

Other Faculties

The signature(s) below indicate that the Dean(s) or designate of other Faculties affected by the proposed new course support(s) the approval of the new course.

Name of Faculty	Signature of Dean or Designate	Date

Departmental Approval (non-departmentalized faculties need not sign)

Department Graduate Program Committee Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14
Department Chair Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14


Faculty Approval

Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Program Committee Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14.
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Senate Graduate Studies Committee Approval

SGSC approval indicates that the Library report has been seen, and all resource issues dealt with. Once approved, new course proposals are sent to Senate for information.

Senate Graduate Studies Committee M. E. KELM	Signature 	Date November 7, 2014
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CONTACT

Upon approval of the course, the Office of the Dean of Graduate Studies will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the new course in the student record system.

Department / School / Program Beedie/Grad Programs	Contact name Sharan Minhas	Contact email busarcrd@sfu.ca
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BUS 791: OPPORTUNITY IDENTIFICATION & ASSESSMENT

Instructor: Collin Collins/Sarah Lubik
Office Phone:
Email:

Semester: Spring 2015
LMS: TBA

COURSE DESCRIPTION

This course outlines the process for opportunity identification and assessment for a scientific invention. Students will learn frameworks for identifying customers, prioritizing target markets, customer segmentation, technology adoption, product development and product/service pricing. Students will define value propositions for an invention within their own lab or a related interest and will apply these marketing frameworks to commercialize their technology.

OBJECTIVES

- Understanding your potential customers
- Determining market prioritization
- Market segmentation
- Analysing co-creators, adoption and diffusion
- Defining the value proposition (problems solved; minimum viable product/concept; early validation)
- Determining product development process
- Deciding on product/service pricing

BOOK AND MATERIALS

Cases TBA

LEARNING AND ASSESSMENT

Assessment summary

Evaluation in the course will be based on a combination of group and individual work.

Individual	Participation	20%
	Final Project	60%
Group	Group Project	20%
	Total	100%



New Graduate Course Proposal Form

PROPOSED COURSE

Subject (eg. MAPH) BUS	Number (eg. 810) 792	Units (eg. 4) 2
Course Title (max 80 characters) Financial Literacy for Entrepreneurs		
Short Title (appears on transcripts, max 25 characters) Fin Lit for Entrep		
Course Description for SFU Calendar <input type="checkbox"/> see attached document <input type="checkbox"/> Learning outcomes identified Develop proficiency in performing financial calculations and in reading and interpreting financial statements. Students will choose a public corporation of interest and will interpret the information found in their annual financial statements		
Available Course Components: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete		This is a capstone course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (if any) <input type="checkbox"/> see attached document (if more space is required)		
<input type="checkbox"/> This proposed course is combined with an undergrad course: Course number and units: _____		
Additional course requirements for graduate students <input type="checkbox"/> See attached document (if this space is insufficient)		
Campus at which course will be offered (check all that apply) <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Surrey <input type="checkbox"/> GNW <input checked="" type="checkbox"/> <u>Special building</u>		
Estimated enrolment 15	Date of initial offering May 2015	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 6 weeks
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students will require criminal record checks)		
Justification <input type="checkbox"/> See attached document (if more space is required) Required for new certificate program		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <input type="checkbox"/> information about their competency to teach the course is appended Ian Hand or Jan Simon
Number of additional faculty members required in order to offer this course 0
Additional space required in order to offer this course <input type="checkbox"/> see attached document None
Additional specialized equipment required in order to offer this course <input type="checkbox"/> see attached document None
Additional Library resources required (append details) <input type="checkbox"/> Annually \$ _____ <input type="checkbox"/> One-time \$ _____ None

PROPOSED COURSE from first page

Program (eg. MAPH) BUS	Number (eg. 810) 792	Units (eg. 4) 2
Course title (max 80 characters) Financial Literacy for Entrepreneurs		

APPROVAL SIGNATURES

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Other Faculties

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Name of Faculty	Signature of Dean or Designate	Date

Departmental Approval (non-departmentalized faculties need not sign)

Department Graduate Program Committee Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14
Department Chair Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14


Faculty Approval

Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Program Committee Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14.
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Senate Graduate Studies Committee Approval

SGSC approval indicates that the Library report has been seen, and all resource issues dealt with. Once approved, new course proposals are sent to Senate for information.

Senate Graduate Studies Committee <i>M. E. KELM</i>	Signature 	Date November 7, 2014
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CONTACT

Upon approval of the course, the Office of the Dean of Graduate Studies will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the new course in the student record system.

Department / School / Program Beedie/Graduate Programs	Contact name Sharan Minhas	Contact email busarcrd@sfu.ca
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BUS 792: Financial Literacy for Entrepreneurs

Instructor: Ian Hand/Jan Simon
Office Phone:
Email:

Semester: Summer 2015
LMS: TBA

COURSE DESCRIPTION

This course will allow students to develop proficiency in performing financial calculations and in reading and interpreting financial statements. Students will choose a public corporation of interest and will interpret the information found in their annual financial statements.

OBJECTIVES

- Proficiency in key financial calculations, including net present value, discounted case flow, and terminal value
- Proficiency in reading and interpreting financial statements, including the balance sheet, income statement and cash flow.
- Ability to glean strategic information and trends from corporate annual reports

BOOK AND MATERIALS

Cases TBA

LEARNING AND ASSESSMENT

Assessment summary

Evaluation in the course will be based on a combination of group and individual work.

Individual	Participation	20%
	Final Project	60%
Group	Group Project	20%
	Total	100%



SIMON FRASER UNIVERSITY
DEAN OF GRADUATE STUDIES

New Graduate Course Proposal Form

PROPOSED COURSE

Subject (eg. MAPH) BUS	Number (eg. 810) 793	Units (eg. 4) 2
Course Title (max 80 characters) Business Models		
Short Title (appears on transcripts, max 25 characters) Business Models		
Course Description for SFU Calendar <input type="checkbox"/> see attached document <input type="checkbox"/> Learning outcomes identified Develop alternate business models for commercializing an invention or a related technology. By the end of the course students will be able to recognize the key aspects and considerations of a business model.		
Available Course Components: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete		This is a capstone course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (if any) <input type="checkbox"/> see attached document (if more space is required)		
<input type="checkbox"/> This proposed course is combined with an undergrad course: Course number and units: _____		
Additional course requirements for graduate students <input type="checkbox"/> See attached document (if this space is insufficient)		
Campus at which course will be offered (check all that apply) <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Surrey <input type="checkbox"/> GNW <input checked="" type="checkbox"/> Segal building		
Estimated enrolment 15	Date of initial offering May 2015	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 6 weeks
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students will require criminal record checks)		
Justification <input type="checkbox"/> See attached document (if more space is required)		
Required course for new certificate program		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <input type="checkbox"/> information about their competency to teach the course is appended Sarah Lubik or Jan Kietzman or Terry Beech
Number of additional faculty members required in order to offer this course 0
Additional space required in order to offer this course <input type="checkbox"/> see attached document None
Additional specialized equipment required in order to offer this course <input type="checkbox"/> see attached document None
Additional Library resources required (append details) <input type="checkbox"/> Annually \$ _____ <input type="checkbox"/> One-time \$ _____ None

PROPOSED COURSE from first page

Program (eg. MAPH) BUS	Number (eg. 810) 793	Units (eg. 4) 2
Course title (max 80 characters) Business Models		

APPROVAL SIGNATURES

When a department proposes a new course it must first be sent to the chairs of each faculty graduate program committee where there might be an overlap in course content. The chairs will indicate that overlap concerns have been dealt with by signing the appropriate space or via a separate memo or e-mail (attached to this form).

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Once overlap concerns have been dealt with, signatures indicate approval by the department, home faculty and Senate Graduate Studies Committee.

Other Faculties

The signature(s) below indicate that the Dean(s) or designate of other Faculties affected by the proposed new course support(s) the approval of the new course.

Name of Faculty	Signature of Dean or Designate	Date

Departmental Approval (non-departmentalized faculties need not sign)

Department Graduate Program Committee Mark Wexler	Signature <i>M. M. Wexler...</i>	Date April 15/14
Department Chair Mark Wexler	Signature <i>M. M. Wexler...</i>	Date April 15/14

Faculty Approval

Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Program Committee Mark Wexler	Signature <i>M. M. Wexler...</i>	Date April 15/14
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Senate Graduate Studies Committee Approval

SGSC approval indicates that the Library report has been seen, and all resource issues dealt with. Once approved, new course proposals are sent to Senate for information.

Senate Graduate Studies Committee M. E. KELLY	Signature <i>[Signature]</i>	Date November 7, 2014
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CONTACT

Upon approval of the course, the Office of the Dean of Graduate Studies will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the new course in the student record system.

Department / School / Program Beedie/Graduate Programs	Contact name Sharan Minhas	Contact email busarcrd@sfu.ca
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BUS 793: Business Models

Instructor: Sarah Lubik / Jan Kietzmann / Terry Beech Office Phone: Email:	Semester: Summer 2015 LMS: TBA
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COURSE DESCRIPTION

This course will introduce students to alternative business models and commercialization strategies. Students will develop alternate business models for commercializing their inventions or a related technology. By the end of the course they will be able to recognize the key aspects and considerations of a business model, including the value proposition, positioning, cost structure, partnership strategies and method of value capture. They will also discuss the advantages and constraints around pivoting.

OBJECTIVES

- Discussion and analysis of business model frameworks and existing science and technology business models
- Introduction to method of capturing value, positioning, and pivoting
- Application of business model frameworks to students' own invention / technology interests
- Analysis of key resources, key activities , and cost structure of proposed venture
- Competitor analysis
- Understanding the role of key partners and channels
- Understanding the function and trade-offs of various types of prototype development
- Validation of the market and the business model for each student's commercialization idea

BOOK AND MATERIALS

Cases TBA

LEARNING AND ASSESSMENT

Assessment summary

Evaluation in the course will be based on a combination of group and individual work.

Individual	Participation	20%
	Final Project	60%
Group	Group Project	20%
	Total	100%



New Graduate Course Proposal Form

PROPOSED COURSE

Subject (eg. MAPH) BUS	Number (eg. 810) 794	Units (eg. 4) 2
Course Title (max 80 characters) Leadership and Managing Teams		
Short Title (appears on transcripts, max 25 characters) Lead & Manage Teams		
Course Description for SFU Calendar: <input type="checkbox"/> see attached document <input type="checkbox"/> Learning outcomes identified Developing and balancing critical management competencies at the individual, interpersonal, team and organizational levels. Focus is on effective organization, motivation and leadership.		
Available Course Components: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis: <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete		This is a capstone course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (if any) <input type="checkbox"/> see attached document (if more space is required)		
<input type="checkbox"/> This proposed course is combined with an undergrad course: Course number and units: _____		
Additional course requirements for graduate students <input type="checkbox"/> See attached document (if this space is insufficient)		
Campus at which course will be offered (check all that apply) <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Surrey <input type="checkbox"/> GNW <input checked="" type="checkbox"/> Segal building		
Estimated enrolment 15	Date of initial offering September 2015	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 6 weeks
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students will require criminal record checks)		
Justification <input type="checkbox"/> See attached document (if more space is required)		
Required course for new certificate program		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <input type="checkbox"/> information about their competency to teach the course is appended Gary Wagenheim or Carolyn Egri or Paul Terry
Number of additional faculty members required in order to offer this course 0
Additional space required in order to offer this course <input type="checkbox"/> see attached document None
Additional specialized equipment required in order to offer this course <input type="checkbox"/> see attached document None
Additional Library resources required (append details) <input type="checkbox"/> Annually \$ _____ <input type="checkbox"/> One-time \$ _____ None

PROPOSED COURSE from first page

Program (eg. MAPH) BUS	Number (eg. 810) 794	Units (eg. 4) 2
Course title (max 80 characters) Leadership and Managing Teams		

APPROVAL SIGNATURES

When a department proposes a new course it must first be sent to the chairs of each faculty graduate program committee where there might be an overlap in course content. The chairs will indicate that overlap concerns have been dealt with by signing the appropriate space or via a separate memo or e-mail (attached to this form).

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Department Graduate Program Committee Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14
Department Chair Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14

Faculty Approval

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Faculty Graduate Program Committee Mark Wexler	Signature <i>M. N. Wexler...</i>	Date April 15/14
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Senate Graduate Studies Committee M. E. Kelm	Signature <i>[Signature]</i>	Date November 7, 2014
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Department / School / Program Beedie/Graduate Programs	Contact name Sharan Minhas	Contact email busarcrd@sfu.ca
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BUS 794: LEADERSHIP & MANAGING TEAMS

Instructor: Gary Wagenheim
Office Phone:
Email: wagenhei@sfu.ca

Semester: Fall 2015
LMS: TBA

COURSE DESCRIPTION & OBJECTIVES

Students will be provided an opportunity to develop and improve their managerial competencies for effectively organizing, motivating and leading organizations. The major goal of the course is to assist students in developing and balancing critical management competencies at the individual, interpersonal, team, and organizational level. The basic learning objectives are to assist students in developing:

- self-awareness and the ability to evaluate their management competencies
 - an understanding of fundamental management concepts and roles
 - insights into the dilemmas, issues, and problems involved in management
 - the ability to apply their managerial competencies in “real world” organizations
- a reflection-in-action and life-long learning practice

A variety of learning methodologies including lecture, self-assessment instruments, role-plays, experiential activities, and small group work will be incorporated into the class. Bandura’s Social Learning Theory and Kolb’s Experiential Learning model will be utilized providing an opportunity for students to assess their current management skills level, learn guiding concepts and theories, develop critical analysis skills, practice management skills, apply skills in a life-setting, and develop a reflection-in-action practice to ensure lifelong learning.

Since this course is a management skills practicum you will be expected to be involved. Participation is critical to your learning and the overall success of the class. Be prepared to speak up, get involved, and engage in learning activities. *This is an intensive course with little extra time between sessions so please read all assigned material and prepare self-assessments prior to the course.* Then come to class prepared to discuss, question, and disagree. The professor and fellow students will challenge you.

Self-assessments: Please consult the schedule below to determine when each self-assessment in the Whetten and Cameron text will be addressed. Please prepare self-assessments ahead of time and bring your results to class. You can’t learn if you are not here; attendance is mandatory. Students are expected to comply with all Simon Fraser University regulations regarding student code of honor and conduct.

BOOK AND MATERIALS

Course Texts: Whetten, D. & Cameron, K. (2011). *Developing Management Skills* (8th edition). Prentice Hall, Upper Saddle River, NJ.

- Goleman, D. (1996). “What makes a leader?”
- “Bob Knowlton” case
- “Donna Dubinsky and Apple Computer (A)”

LEARNING AND ASSESSMENT

Assessment summary

Evaluation in the course will be based on a combination of group and individual work.

Individual	Individual Leadership Paper	70%
Group	Group Assignment	30%
	Total	100%



COURSE SCHEDULE

Class 1 Sept. 4 (pm) Leadership, Self-Awareness and Stress Management

Skill Assessments: *(complete these before the readings;
bring results of self-assessments to class):*
PAMS (W&C, pp. 24-28; Step 1: self-assessment only; you do
not have to complete Step 2 with associates
Emotional intelligence assessment (W&C, pp. 47-48)
Locus of control scale (W&C, pp. 52-54)
Tolerance of ambiguity (W&C, pp. 54-55)
Stress management assessment (W&C, pp. 106-107)
Time management (W&C, pp. 107-108)
Type A personality inventory (W&C, pp. 108-109)
Social readjustment rating scale (W&C, pp. 109-111)
Sources of personal stress (W&C, p. 111)

Readings: W&C. Introduction (pp. 1-23)
W&C. Ch. 1. Developing Self-Awareness (pp. 44-83)
W&C. Ch. 2. Managing Personal Stress (pp. 105-146)
Goleman, D. (1996). "What makes a leader?" [Binder]

Class 2 Sept. 5 (am) Conflict

Skill Assessments:
Managing Interpersonal Conflict (W&C, pp. 374-375)
Strategies for Handling Conflict (W&C, pp. 375)

Readings: W&C, Ch. 7. Managing Conflict (pp. 373-404)
"Bob Knowlton" case [Binder]

Delegating and Empowering

Skill Assessments:
Effective Empowerment and Delegation (W&C, pp. 440-441)

Readings: W&C, Ch. 8. Empowering and Delegating (pp. 439-473)

Class 3 Sept. 5 (pm) Communication

Skill Assessments:
Communicating supportively (W&C, pp. 234-235)
Communicating styles (W&C, pp. 235-237)

Readings: W&C Ch. 4. Building relationships by communicating supportively (pp.232-265)



Skill Analysis: "Find Somebody Else" (W&C, pp. 266-267)

Class 4 Sept 6 (am) Teams and Teamwork

Skill Assessments:

Team Development Behaviors (W&C, pp. 490-491)
Diagnosing the Need for Team Building (W&C, pp. 491-492)

Readings: W&C Ch. 9. Building Effective Teams and Teamwork (pp. 489-518)

Class 5 Sept 6 (pm) Power and Influence

Skill Assessments:

Gaining Power and Influence (W&C, pp. 280-281)
Using Influence Strategies (W&C, pp. 281-282)

Readings: W&C Ch. 5. Gaining Power and Influence (pp. 279-309)
"Donna Dubinsky at Apple Computer (A)"

COMPREHENSIVE LEADERSHIP PAPER (70%)

This assignment consists of an individual paper relating your experiences in the class, experiential exercises, self-assessment instruments, and teams. This paper is an opportunity to develop a leadership style that is correct for you. You should delineate and discuss why certain concepts and theories are important to you regarding: self-awareness and personal growth, leadership, interpersonal skills, and group skills. This paper should relate why certain theories, methods, and behaviors are effective, by using personal class experiences, selected readings from the text and articles, and personal life/work experiences. Please limit examples from outside the classroom since I do not know the circumstances and was not able to observe your behavior.

While your statement of significant personal learning may be somewhat general and abstract, I expect you to support it with concrete examples from class and your study group. You may find it valuable to limit your paper to two or three themes as identified by course topics. Possibly stating your learning experience as a theory then building a case, e.g., my role in the group, my hidden agenda, my learning edge in this course, my feelings toward other members and how it affects my productivity, how I communicate, my group/class contribution, or analysis of feedback I received. Please do not simply recount various experiential exercises or classes and how they were conducted -- rather find a common theme from your reactions, feelings, or behaviors, which will help you gain insight about your leadership. Clarifying and applying your learning will help develop your understanding and contribute to your personal growth. Integration of theory to what is personally effective will help you gain the knowledge necessary to analyze work situations and be an effective leader.

Use this opportunity to crystallize your ideas about leadership. Please be honest and creative in taking a serious look at yourself. Allow yourself the opportunity to grow by formulating a work and life leadership philosophy.

Papers should be 10-page minimum and 15-page maximum (double-spaced, 1" margins, 12-point Times New Roman font).



Papers will be graded according to how thoroughly it addresses the student's personal leadership style. I will adhere to strict confidentiality regarding the content of students' papers.

TEAM ASSIGNMENT (30%)

This group assignment is an opportunity to analyze and evaluate your MOT study team's experience using the theories, concepts and models learned thus far in the course. By applying and integrating theory to what is personally important and effective, you will gain the knowledge necessary to analyze work situations and be an effective team leader.

In your analysis, please use specific examples from personal experiences in the retreat team exercises, class sessions, and exercises as well as team meetings to illustrate key points. Your analysis should address the following questions:

1. What stage of development is our team at? (forming—conforming—storming—performing)
2. What roles have different people assumed in the team? Does this vary depending on what we are doing?
3. How are we doing in terms of balanced participation?
 - a. Who are the high participators? Who are the low participators?
 - b. Who talks to whom? Who responds to whom? Are there interaction patterns that consistently exclude certain people?
 - c. Have there been any shifts in nature of participation? (e.g., high to low, low to high) If yes, why have these happened?
 - d. How are silent people treated? Is their silence taken by others to mean consent? Disagreement? Disinterest? Why have people been silent?
4. How do we deal with conflict?
 - a. What issues generate conflict?
 - b. How do we resolve conflicts?
5. How effective are we as a team?
 - a. What is contributing to our team's effectiveness?
 - b. What is impairing our team's effectiveness?
6. What changes are needed to improve the effectiveness of our team? Develop an Action Plan for Becoming a High Performing Team

This group assignment is worth 30% of your final grade for Bus 761. Assignments will be graded using the following criteria:

- Quality and thoroughness of analysis.
- Identification of relevant team development, team roles, and team leadership issues.
- Creative and original thinking, and synthesis of ideas
- Accurate and effective integration of theory and practice.
- Clear focus, organization, writing, and presentation.

Papers are to be typed in Times Roman 12-point font double-spaced with 1" borders with a 10-page maximum limit.



New Graduate Course Proposal Form

PROPOSED COURSE

Subject (eg. MAPH) BUS	Number (eg. 810) 795	Units (eg. 4) 2
Course Title (max 80 characters) Financing the New Venture		
Short Title (appears on transcripts, max 25 characters) Finance New Venture		
Course Description for SFU Calendar <input type="checkbox"/> see attached document <input type="checkbox"/> Learning outcomes identified Sources of capital available for taking an invention to market, including angel investors, venture capital, non-dilutive financing, and public markets. Students will create financial statements for their own technology commercialization.		
Available Course Components: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete		This is a capstone course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (if any) <input type="checkbox"/> see attached document (if more space is required) Bus 792 Financial Literacy for Entrepreneurs		
<input type="checkbox"/> This proposed course is combined with an undergrad course: Course number and units: _____		
Additional course requirements for graduate students <input type="checkbox"/> See attached document (if this space is insufficient)		
Campus at which course will be offered (check all that apply) <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Surrey <input type="checkbox"/> GNW <input checked="" type="checkbox"/> Sepal Building		
Estimated enrolment 15	Date of initial offering September 2015	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 6 weeks
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students will require criminal record checks)		
Justification <input type="checkbox"/> See attached document (if more space is required) Required course for new certificate program		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <input type="checkbox"/> information about their competency to teach the course is appended Jan Simon or Ian Hand or Malcolm kendall
Number of additional faculty members required in order to offer this course 0
Additional space required in order to offer this course <input type="checkbox"/> see attached document None
Additional specialized equipment required in order to offer this course <input type="checkbox"/> see attached document None
Additional Library resources required (append details) <input type="checkbox"/> Annually \$ _____ <input type="checkbox"/> One-time \$ _____ None

PROPOSED COURSE from first page

Program (eg. MAPH) BUS	Number (eg. 810) 795	Units (eg. 4) 2
Course title (max 80 characters) Financing the New Venture		

APPROVAL SIGNATURES

When a department proposes a new course it must first be sent to the chairs of each faculty graduate program committee where there might be an overlap in course content. The chairs will indicate that overlap concerns have been dealt with by signing the appropriate space or via a separate memo or e-mail (attached to this form).

The new course proposal must also be sent to the Library for a report on library resources.

Once overlap concerns have been dealt with, signatures indicate approval by the department, home faculty and Senate Graduate Studies Committee.

Other Faculties

The signature(s) below indicate that the Dean(s) or designate of other Faculties affected by the proposed new course support(s) the approval of the new course.

Name of Faculty	Signature of Dean or Designate	Date

Departmental Approval (non-departmentalized faculties need not sign)

Department Graduate Program Committee Mark Wexler	Signature <i>M. N. Wexler</i>	Date April 15/14
Department Chair Mark Wexler	Signature <i>M. N. Wexler</i>	Date April 15/14

Faculty Approval

Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Program Committee Mark Wexler	Signature <i>M. N. Wexler</i>	Date April 15/14
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Senate Graduate Studies Committee Approval

SGSC approval indicates that the Library report has been seen, and all resource issues dealt with. Once approved, new course proposals are sent to Senate for information.

Senate Graduate Studies Committee M. E. Kelm	Signature <i>[Signature]</i>	Date November 7, 2014
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CONTACT

Upon approval of the course, the Office of the Dean of Graduate Studies will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the new course in the student record system.

Department / School / Program Beedie / Graduate Programs	Contact name Sharan Minhas	Contact email busarcrd@sfu.ca
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BUS 795: FINANCING THE NEW VENTURE

Instructor: Jan Simon / Ian Hand / Malcolm Kendall
Office Phone:
Email:

Semester: Fall 2015
LMS: TBA

COURSE DESCRIPTION

This course will introduce students to the sources of capital available to them for taking their invention to market, including angel investors, venture capital, non-dilutive financing, and public markets. Students will learn the benefits and pitfalls of various types of deal structure. Students will create financial statements for their own technology commercialization, and will "pitch" their ideas at the end of the course.

OBJECTIVES

- Discussion and examples of using different sources of capital for financing a venture
- Understanding of the key aspects of financing deal structure
- Students will become proficient at creating financial statements to translate their commercialization strategy into an initial business plan
- Developing the ability and confidence to pitch technology commercialization plan to investors

BOOK AND MATERIALS

Cases TBA

LEARNING AND ASSESSMENT

Assessment summary

Evaluation in the course will be based on a combination of group and individual work.

Individual	Participation	20%
	Final Project	60%
Group	Group Project	20%
	Total	100%



New Graduate Course Proposal Form

PROPOSED COURSE

Subject (eg. MAPH) BUS	Number (eg. 810) 796	Units (eg. 4) 2
Course Title (max 80 characters) Business Plan I		
Short Title (appears on transcripts, max 25 characters) Business Plan I		
Course Description for SFU Calendar <input type="checkbox"/> see attached document <input type="checkbox"/> Learning outcomes identified Integrates the frameworks and content of the GCSTC courses. Students work one-on-one with a faculty advisor in drawing together: opportunity identification, value proposition, value creation, industry attractiveness, competitor analysis and commercialization strategy. This is the first part of a two part course.		
Available Course Components: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input checked="" type="checkbox"/> Project		
Grading Basis <input type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input checked="" type="checkbox"/> In Progress/Complete		This is a capstone course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (if any) <input type="checkbox"/> see attached document (if more space is required) BUS 790 Lab to Market BUS 791 Opportunity Identification and Assessment		
<input type="checkbox"/> This proposed course is combined with an undergrad course: Course number and units: _____		
Additional course requirements for graduate students <input type="checkbox"/> See attached document (if this space is insufficient)		
Campus at which course will be offered (check all that apply) <input type="checkbox"/> Burnaby <input type="checkbox"/> Vancouver <input type="checkbox"/> Surrey <input type="checkbox"/> GNW <input type="checkbox"/> _____		
Estimated enrolment 15	Date of initial offering May 2015	Course delivery (eg. 3 hrs/week for 13 weeks) 1 hr /week for 11 weeks
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students will require criminal record checks)		
Justification <input type="checkbox"/> See attached document (if more space is required) Required course for new certificate program		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <input type="checkbox"/> information about their competency to teach the course is appended Sarah Lubik, Elicia Maine, Colleen Collins, Paul Terry or Ian Hand
Number of additional faculty members required in order to offer this course 0
Additional space required in order to offer this course <input type="checkbox"/> see attached document None
Additional specialized equipment required in order to offer this course <input type="checkbox"/> see attached document None
Additional Library resources required (append details) <input type="checkbox"/> Annually \$ _____ <input type="checkbox"/> One-time \$ _____ None

PROPOSED COURSE from first page

Program (eg. MAPH) BUS	Number (eg. 810) 796	Units (eg. 4) 2
Course title (max 80 characters) Business Plan I		

APPROVAL SIGNATURES

When a department proposes a new course it must first be sent to the chairs of each faculty graduate program committee where there might be an overlap in course content. The chairs will indicate that overlap concerns have been dealt with by signing the appropriate space or via a separate memo or e-mail (attached to this form).

The new course proposal must also be sent to the Library for a report on library resources.

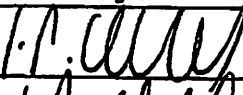

Once overlap concerns have been dealt with, signatures indicate approval by the department, home faculty and Senate Graduate Studies Committee.

Other Faculties

The signature(s) below indicate that the Dean(s) or designate of other Faculties affected by the proposed new course support(s) the approval of the new course.

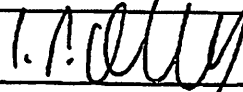
Name of Faculty	Signature of Dean or Designate	Date

Departmental Approval (non-departmentalized faculties need not sign)

Department Graduate Program Committee Ian McCarthy	Signature 	Date 14-May-2014
Department Chair Ian McCarthy	Signature 	Date 14-May-2014

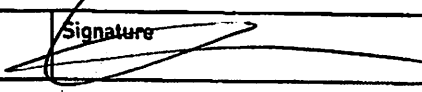
Faculty Approval

Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Program Committee Ian McCarthy	Signature 	Date 14-May-2014
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Senate Graduate Studies Committee Approval

SGSC approval indicates that the Library report has been seen, and all resource issues dealt with. Once approved, new course proposals are sent to Senate for information.

Senate Graduate Studies Committee M. E. Keay	Signature 	Date November 7, 2014
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CONTACT

Upon approval of the course, the Office of the Dean of Graduate Studies will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the new course in the student record system.

Department / School / Program	Contact name	Contact email
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BUS 796: Business Plan I

Instructor: Sarah Lubik / Elicia Maine / Colleen Collins / Paul Terry / Ian Hand	Semester: Summer 2015
Office Phone:	LMS: TBA
Email:	

COURSE DESCRIPTION

This course will integrate the frameworks and content of the certificate courses. Students will work one-on-one with a faculty advisor in drawing together: opportunity identification, value proposition, value creation, industry attractiveness, competitor analysis, and commercialization strategy. This is the first part of a two part course.

OBJECTIVES

- Integrate frameworks and content of courses-to-date into a coherent and compelling business plan
- Customize business plan to each student's particular invention/product or service idea
- Allow for detailed analysis of the commercialization potential of science and engineering research in university labs
- Integration across faculties and development of commercialization mentors for the student entrepreneurs

BOOK AND MATERIALS

Relevant business plans and reference material TBA

LEARNING AND ASSESSMENT

Assessment summary

Evaluation in the course will be in progress/complete assessed by the faculty instructor on the content of the business plan. For the first part of the course, emphasis will be on opportunity identification and assessment, market selection, value proposition, competitor analysis, and industry attractiveness.



New Graduate Course Proposal Form

PROPOSED COURSE

Subject [eg. MAPH] BUS	Number [eg. 810] 797	Units [eg. 4] 2
Course Title [max 80 characters] Business Plan II		
Short Title [appears on transcripts, max 25 characters] Business Plan II		
Course Description for SFU Calendar <input type="checkbox"/> see attached document <input type="checkbox"/> Learning outcomes identified Integrate the frameworks and content of the GCSTC courses. Students work one-on-one with a faculty advisor in drawing together: opportunity identification, value proposition, value creation, industry attractiveness, business model, financials, development plan, competitor analysis, partnership strategy, entrepreneurial team and commercialization strategy. This is the second part of a two part course.		
Available Course Components: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input checked="" type="checkbox"/> Project		
Grading Basis <input type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input checked="" type="checkbox"/> In Progress/Complete		This is a capstone course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites [if any] <input type="checkbox"/> see attached document [if more space is required] BUS 790 Lab to Market; BUS 791 Opportunity Identification & Assessment; BUS 792 Financial Literacy for Entrepreneurs; BUS 793 Business Models; BUS 796 Business Plan I		
<input type="checkbox"/> This proposed course is combined with an undergrad course: Course number and units: _____		
Additional course requirements for graduate students <input type="checkbox"/> See attached document [if this space is insufficient]		
Campus at which course will be offered [check all that apply] <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Surrey <input type="checkbox"/> GNW <input type="checkbox"/> _____		
Estimated enrolment 15	Date of initial offering September 2015	Course delivery [eg. 3 hrs/week for 13 weeks] 1 hr/week for 11 weeks
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Practicum work done in this class will involve children or vulnerable adults [If the "Yes" box is checked, all students will require criminal record checks]		
Justification <input type="checkbox"/> See attached document [if more space is required] Required course for the new certificate program		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <input type="checkbox"/> information about their competency to teach the course is appended Sarah Lubik, Elicia Maine, Colleen Collins, Paul Terry or Ian Hand
Number of additional faculty members required in order to offer this course 0
Additional space required in order to offer this course <input type="checkbox"/> see attached document None
Additional specialized equipment required in order to offer this course <input type="checkbox"/> see attached document None
Additional Library resources required [append details] <input type="checkbox"/> Annually \$ _____ <input type="checkbox"/> One-time \$ _____ None

PROPOSED COURSE from first page

Program (eg. MAPH) BUS	Number (eg. 810) 797	Units (eg. 4) 2
Course title (max 80 characters) Business Plan II		

APPROVAL SIGNATURES

When a department proposes a new course it must first be sent to the chairs of each faculty graduate program committee where there might be an overlap in course content. The chairs will indicate that overlap concerns have been dealt with by signing the appropriate space or via a separate memo or e-mail (attached to this form).

The new course proposal must also be sent to the Library for a report on library resources.

Once overlap concerns have been dealt with, signatures indicate approval by the department, home faculty and Senate Graduate Studies Committee.

Other Faculties

The signature(s) below indicate that the Dean(s) or designate of other Faculties affected by the proposed new course support(s) the approval of the new course.

Name of Faculty	Signature of Dean or Designate	Date

Departmental Approval (non-departmentalized faculties need not sign)

Department Graduate Program Committee	Signature <i>I. P. Allen</i>	Date 14-May-2014
Department Chair	Signature <i>I. P. Allen</i>	Date 14-May-2014

Faculty Approval

Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Program Committee	Signature <i>I. P. Allen</i>	Date 14-May-2014
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Senate Graduate Studies Committee Approval

SGSC approval indicates that the Library report has been seen, and all resource issues dealt with. Once approved, new course proposals are sent to Senate for information.

Senate Graduate Studies Committee <i>M. E. Kelm</i>	Signature <i>[Signature]</i>	Date November 7, 2014
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CONTACT

Upon approval of the course, the Office of the Dean of Graduate Studies will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the new course in the student record system.

Department / School / Program	Contact name	Contact email
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BUS 797: Business Plan II

Instructor: Sarah Lubik / Elicia Maine / Colleen Collins / Paul Terry / Ian Hand	Semester: Fall 2015
Office Phone:	LMS: TBA
Email:	

COURSE DESCRIPTION

This course will integrate the frameworks and content of the certificate courses. Students will work one-on-one with a faculty advisor in drawing together: opportunity identification, value proposition, value creation, industry attractiveness, business model, financials, development plan, competitor analysis, partnership strategy, entrepreneurial team and commercialization strategy. This is the second part of a two part course.

OBJECTIVES

- Integrate frameworks and content of other courses into a coherent and compelling business plan
- Customize business plan to each student's particular invention/product or service idea
- Work one-on-one with a faculty supervisor to create a polished business plan for the venture commercializing the students product/service

BOOK AND MATERIALS

Relevant business plans and reference material TBA

LEARNING AND ASSESSMENT

Assessment summary

Evaluation in the course will be in progress/complete assessed by the faculty instructor on the content of the business plan.

Academic Honesty

Plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits and familiarity with academic conventions. But whether intentional or unintentional, plagiarism is recognized as a serious academic offence. The university's strong stance against plagiarism reflects our shared commitment to intellectual honesty, and the original contributions of each student and faculty member validate and sustain the university as a vital centre of knowledge and research. It is your responsibility, as a student and a member of the academic community, to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.

The following examples are representative but not exhaustive of activities constituting academic dishonesty:

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation.