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 www.sfu.ca/grad

MEMORANDUM

ATTENTION Senate
FROM Wade Parkhouse, Chair of Senate
 Graduate Studies Committee (SGSC)
RE: Beedie School of Business

DATE November 18, 2015
No. GS2015.39

A handwritten signature in black ink, appearing to read 'Wade Parkhouse', written over the printed name.

For information:

Acting under delegated authority at its meeting of November 9, 2015, SGSC approved the following curriculum revisions effective **Summer 2016**:

Beedie School of Business

- a) New course: BUS 782 Comprehensive Examination
- b) New course: BUS 783 Entrepreneurship
- c) New course: BUS 784 Special Topics
- d) Program change: Management of Technology Master of Business Administration (MOT MBA)



Memo to SGSC

To: Senate Graduate Studies Committee
From: Ian McCarthy, Associate Dean, Graduate Programs
Re: Curriculum revisions
Date: October 15, 2015

The following curriculum revisions and new course additions have been approved by the Beedie School of Business and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for Summer 2016. Please include them on the next SGSC agenda.

ii). MOT MBA, Graduate Programs, Beedie School of Business

New course additions to the MOT MBA

BUS 782 – Comprehensive Exam (2)

BUS 783 – Entrepreneurship (2)

*BUS 784 – Special Topics (2)**

ii). MOT MBA, Graduate Programs, Beedie School of Business

Program curriculum change to the MOT MBA

Additional option to complete BUS 782-2, 783-2 and 784-2 in lieu of BUS 780 (Applied Project)

*Please note BUS 784 is offered as an Industry Tour (approved at the January 23, 2014 SCIA meeting – see Appendix E) but will be set up as a Special Topics for flexibility to offer this course as a lecture in the event an Industry Tour cannot be scheduled.

At the previous Industry Tour, the companies we visited were Apple, LinkedIn, Google and Salesforce. During the Industry tour we ask each company to provide a tour of their facilities and have one or more of their senior managers speak to the class about their organizations, roles and challenges. We also ask each company to share a current business problem that they're experiencing that they would like our MBAs to investigate and provide feedback on. In return, these companies will benefit from having a free consultation from our MBAs. They will also benefit from their interactions with our MBAs as many of them will be potential hires for future opportunities.

As our MBAs are professional programs, the Beedie School of Business has a track record of engaged learning where we work with companies to develop learning cases, projects and placement opportunities for. This capability has organized and delivered many field trips across all Beedie programs and will be used to organize and deliver future field trips.



**BEEDIE SCHOOL
OF BUSINESS**

Segal Graduate School

Office of the Associate Dean
500 Granville Street
Vancouver, BC V6C 1W6

TEL 778.782.9255
FAX 778.782.5122

busadmin@sfu.ca

Thank you for your attention herein. Should you have any questions or concerns, please do not hesitate to contact me.

A handwritten signature in black ink, appearing to read 'I. P. McCarthy', written in a cursive style.

Dr. Ian P. McCarthy
Professor in Technology & Operations Management
Associate Dean, Graduate Programs, Beedie School of Business



New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	BUS	Number (eg. 810)	782	Units (eg. 4)	2
Course title (max 100 characters including spaces and punctuation)					
Comprehensive Examination					
Short title (for enrollment/transcript - max 30 characters)					
Comprehensive Examination					
Course description for SFU Calendar *					
A Comprehensive Examination for the MOT MBA program					
Rationale for introduction of this course					
This course will serve as one of three <i>COURSES</i> being offered in lieu of the applied project.					
Effective term and year			Course delivery (eg 3 hrs/week for 13 weeks)		
Summer 2016			21 hours		
Frequency of offerings/year			Estimated enrollment/offering		
once per academic year			est. 32 of 40 students		
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
BUS 645-2 (Executive MBA), BUS 729-2 (Master of Business Administration)					
Prerequisite and/or Corequisite **					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input checked="" type="checkbox"/> <i>Section</i>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? _____		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

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 Andrew Von Nordenflycht
Additional faculty members, space, and/or specialized equipment required in order to offer this course Michael Parent

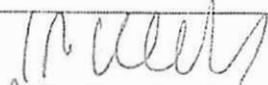
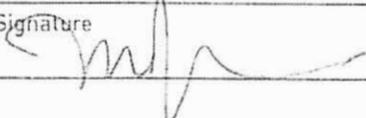
CONTACT PERSON

Department / School / Program Graduate Programs Beedie	Contact name Terry Chiu	Contact email busarcrd@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Ian McCarthy	Signature 	Date Oct 14 / 15
Department Chair Michael Johnson	Signature 	Date Oct 14 / 15

LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

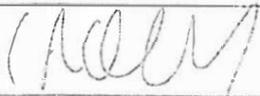
OVERLAP CHECK

Overlap check done? YES N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (i.e. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This 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 Studies Committee (FGSC) Ian McCarthy	Signature 	Date Oct 14 / 15
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) W Parkhouse	Signature 	Date Nov 19 / 15
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: GCAP
 Course Attribute Value: EXAM
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____



New Graduate Course Proposal

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Course title (max 100 characters including spaces and punctuation)					
Entrepreneurship					
Short title (for enrollment/transcript - max 30 characters)					
Entrepreneurship					
Course description for SFU Calendar *					
An overview of entrepreneurial thinking and actions such as: opportunity discovery; strategy and implementation; innovation in the context of uncertainty, ambiguity and risk.					
Rationale for introduction of this course					
This course will serve as one of the three courses being offered in lieu of the applied project.					
Effective term and year			Course delivery (eg 3 hrs/week for 13 weeks)		
Summer 2016			21 hours		
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BUS 643 (Executive MBA)					
Prerequisite and/or Corequisite **					
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Additional faculty members, space, and/or specialized equipment required in order to offer this course

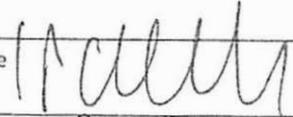
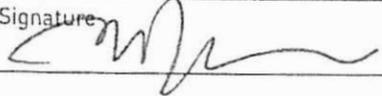
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Department / School / Program Graduate Programs Beedie	Contact name Terry Chiu	Contact email busarcrd@sfu.ca
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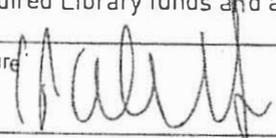
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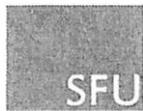
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____



BUS 783-2: ENTREPRENEURSHIP

Instructor: Jan Simon
Email: simon@sfu.ca

Semester:
LMS: canvas.sfu.ca

Description:

The course is designed to give students an overview of the most important aspects of entrepreneurial thinking and action. At the core an entrepreneur embodies the essence of creation, innovation and implementation. The given context however, is one of uncertainty, ambiguity and risk. This leads to many a failure with which a good entrepreneur makes her peace and uses as a source for improvement.

We will touch upon most areas that are of importance to the entrepreneur or to the persons who want to exude an entrepreneurial spirit. By the end of the entrepreneurship course you should have a good understanding of: process, business model innovation, disruption and innovation in a for profit as well as social context.

Teaching Method:

This course is centred on entrepreneurial decision-making. It therefore differs in two ways from some of the traditional courses. First, entrepreneurship is more about an attitude, a way of behaving, responding and thinking than it is about learning rules that are set in stone. Second, an entrepreneur typically juggles with many an issue and has to think how her actions might affect the entity rather than a part of it. She therefore has to take a holistic rather than a functional approach to her enterprise. To understand entrepreneurship is to become an entrepreneur and this is done through complex problem solving. We thus will use cases to address these. Each case will touch upon the topic at hand as well as upon some of the related issues belonging to other areas. Consequently, we will always have to ask ourselves how our solutions might influence the enterprise at large.

I cannot stress enough the importance of communication in management. Since I try to make my sessions as close as possible to reality class participation will come at a premium. I do however value honest and qualitative contribution higher than quantity. In other words, quality always tops quantity.

Grading:

The grading will have following parts and percentages:

- Class participation: 30%
- The Innovation Architect project (individual): 40%
- Hand-in: 30%

As will be explained during the first session, each participant will have to design a plan on how to become an Innovation Architect in her/his company. Apart from writing an action plan, the participant will have to have implemented (or have tried to) an innovation, which does have a direct impact on the company and/or its environment. The implementation/failure/learning points will be part of the hand-in (The Innovation Architect project) that has to be sent electronically to my email address before the start of the last session.

See spreadsheet on Canvas to see which case your hand-in is for. The hand-in should have maximum 1000 words and address the managerial question that is given in this outline.



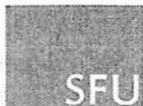
Textbook:

No textbook is required. In case you would like to know more about entrepreneurship following textbooks can be helpful:

Entrepreneurship- Successfully Launching New Ventures, Barringer and Ireland, Pearson, 4 Ed., 2012.

The Startup Owner's Manual, Blank and Dorf, 2012

Lecture, Topic and Reading:



Note: The session preparation sheets are found at the end of the syllabus.

Session 1: The Entrepreneurial Process and Intra-preneurship

- Required Reading:
 - o Case #1: IESE: Jordan Cohen at pfizerWorks
 - o Case #2: STANFORD: IMVU
 - o HBR: Why the lean start-up changes everything, Steve Blank

Session 2: The Business Model and Disruption

- Required Reading:
 - o Case #1: HBS: Zipcar: Refining the Business Model
 - o Case #2: ARCA: Nintendo's Disruptive Strategy
- Optional Reading:
 - o HBR: Disruptive Technologies: Catching the Wave, Bower and Christensen

Session 3: Building and Running a business

- Required Reading:
 - o Case #1: HBS: Oprah Winfrey
 - o Case #2: HBS: Formula One Motor Racing
- Optional Reading:
 - o HBR: Reinvent Your Business Before it is Too Late, Nunes and Breene, 2011.

Session 4: Social Entrepreneurship and Social Innovation

- Required Reading:
 - o Case #1: INSEAD: Gram Vikas: What is the Essence of Social Entrepreneurship?
 - o Case #2: IMD: Social Entrepreneurship on Fogo Island (A)
- Optional Reading:
 - o Business Horizons: Social Entrepreneurship: Creating New Business Models to Serve the Poor, Seelos and Mair.

Session 5: Dynamics of Innovation

- Required Reading:
 - o Case #1: STANFORD: Logitech (A): Passing the Baton to an External CEO
 - o Case #2: HBS: Design Thinking and Innovation at Apple
- Optional Reading:
 - o HBR: Building an Innovation Factory, Hargadon and Sutton, 2001.
 - o HBR: Enlightened Experimentation: The New Imperative for Innovation, Thomke, 2001.



Preparation Sheets:

Session 1: Discovery, Creativity and the Innovation Architect.

Learning Objectives:

Although this session is introductory it will lay the foundations of your project.

New venture creation, entrepreneurial thinking, entrepreneurial strategy, innovation etc. are not the sole property of new ventures or start-ups. There is no reason why entrepreneurial energy, creativity and innovation should be the privilege of new ventures. In this session we will discuss how you can apply the leanings of this course into your company by becoming an 'architect of innovation'.

The aim of the project is for you to be able to take entrepreneurship and more specifically innovation into your work environment. This session will give you the tools and the concepts to transfer this course's content to your company and transform you into an architect of innovation. This will be crystalized in a paper.

Material:

- Required Reading:
 - o Case #1: IESE: Jordan Cohen at pfizerWorks
 - o Case #2: STANFORD: IMVU
 - o HBR: Why the lean start-up changes everything, Steve Blank

Suggested questions pfizerWorks:

1. What were the main points of Cohen's process as he conceived and developed the pfizerWorks service? What was unique about this process?
2. What problems did he encounter during the implementation? How did he deal with them?
3. Imagine you had to sell the pfizerWorks project to employees and top managers in Pfizer. How would you express the benefits to these 2 groups?
4. Why do you think it was possible for Cohen to develop pfizerWorks? As a regular manager in a big organization, what does it take to make innovation happen?

Suggested questions IMVU:

1. Depict the essential differences between IMVU's approach and the one used at There.com
2. Which approach is superior and why?
3. What would you suggest the IMVU team should do? Accept ROC, Janga, Pacific Capital's offer or walk away from all?



Session 2: The Business Model and Disruption

Learning objectives:

Understanding the rationale of how your business will create, deliver and capture value, or in other words, what your business model will be, takes central stage in this session. It will be a focal point for investors and a critical piece of any business. Business models have to be shaped and sometimes adapted to a changing environment. Being able to describe, analyse and adapt what one could safely qualify as the heart of the enterprise often discriminates serious entrepreneurs from 'wannabees'.

The second part of the session will be dedicated to one of the most revolutionary concepts in entrepreneurship: disruption.

Material:

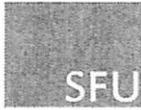
- Required Reading:
 - o Case #1: HBS: Zipcar: Refining the Business Model
 - o Case #2: ARCA: Nintendo's Disruptive Strategy
- Optional Reading:
 - o HBR: Disruptive Technologies: Catching the Wave, Bower and Christensen

Suggested questions Zipcar:

1. Evaluate the potential venture and the progress that Chase has made.
2. What is the business model, and how has it changed between December 1999 and May 2000? What do the data from actual operations in September say about how the business model is playing out in practice? Does this data give you comfort or concern?
3. What actions should Chase take as a result of the September operating results?
4. What is the strongest argument Chase could make to a potential investor about the attractiveness of the venture? What, specifically, should her elevator pitch be at the Springboard forum?

Suggested questions Nintendo:

1. Discuss the evolution of the video game industry, particularly in terms of competition and technology.
2. What does 'disruptive technology' mean? What are the principles behind it?
3. Analyse Nintendo's disruptive strategy in detail. What are the main features of this strategy that have made Wii such an overwhelming success?
4. Assess the key competition faced by Nintendo's Wii. What are the strategies and options available to competitors to meet Nintendo's challenge?



Session 3: Building and Running a business

Learning objectives:

A promising idea, a great idea, setting up and building a business and running one are all very different steps in the process of an entrepreneur. In this session we will focus on the latter two as well as dedicated some time on the question: what does it take to be an entrepreneur.

Material:

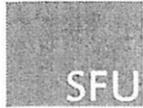
- Required Reading:
 - o Case #1: HBS: Oprah Winfrey
 - o Case #2: HBS: Formula One Motor Racing
- Optional Reading:
 - o HBR: Reinvent Your Business Before it is Too Late, Nunes and Breene, 2011.

Suggested questions Oprah Winfrey:

1. What was the 'pain' or hole in the marketplace that Oprah Winfrey sought to address? How important an opportunity was this?
2. How would you describe Harpo's business model? Is it replicable?
3. Evaluate the Oprah Winfrey Brand. What are its strengths and weaknesses? How is the brand related to the 'Oprah Effect'?
4. Do consumers want whatever Winfrey recommends, or is Winfrey extremely adept at understanding what customers want?
5. What motivates her? If you were Winfrey's 'career guru', what would you advise her to do next?
6. What are the most important entrepreneurial and leadership lessons that emerge from her journey?

Suggested questions for F-1 Motor Racing:

1. What were the key steps in Bernie Ecclestone's transformation of F-1 into a multi-billion dollar global sporting spectacle?
2. Evaluate the economics of each of the key actors in the F-1? Why do racers, teams, car manufacturers, advertisers, track owners, race promoters and fans continue to flock to F-1 races?
3. What are the key challenges facing F-1 in 2002? What, specifically, should Mr. E. do about the car manufacturers' threat to form a rival league?



Session 4: Social Entrepreneurship and Social Innovation

Learning objectives:

In recent years increasing efforts, albeit not enough, have been made to reduce the hard circumstances large parts of the population are facing. Entrepreneurship

Material

- Required Reading:
 - o Case #1: INSEAD: Gram Vikas: What is the Essence of Social Entrepreneurship?
 - o Case #2: IMD: Social Entrepreneurship on Fogo Island (A)
- Optional Reading:
 - o Business Horizons: Social Entrepreneurship: Creating New Business Models to Serve the Poor, Seelos and Mair.

Questions Gram Vikas:

1. What is distinctive about Gram Vikas' approach to entrepreneurship and how would you compare it with traditional entrepreneurship?
2. How does GV link the broader social goals of MANTRA to its activities at the village level? What would you say are the most important elements of the MANTRA model?
3. What are the challenges of scaling up the MANTRA model? Is the partnership the right way to go about it?

Questions Fogo Island

1. Explain the Shorefast Foundation's business model.
2. How did Zita, as the founder of the SF, shape the business model?
3. If you were in Zita's position, would you build the Inn? Explain. If not, what are the alternatives for generating revenue?



Session 5: Dynamics of Innovation

'Innovation distinguishes between a leader and a follower'

Steve Jobs

Learning Objectives:

Entrepreneurial innovation is mostly associated with new, high-tech companies. But that does not necessarily have to be the case. Innovation happens everywhere and managers of large, established, traditional businesses spend a big part of their time thinking about how to innovate every aspect of the organization. Entrepreneurs equally will continuously ask the questions: what can I do better, what can I do different, how can I create more value? Innovate!

Material:

- Required Reading:
 - o Case #1: STANFORD: Logitech (A): Passing the Baton to an External CEO
 - o Case #2: HBS: Design Thinking and Innovation at Apple
- Optional Reading:
 - o HBR: Building an Innovation Factory, Hargadon and Sutton, 2001.
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Questions for Logitech :

1. How would you describe Borel and Zappacosta management model? What types of systems are critical for their leadership?
2. What is the competitive advantage of Logitech?
3. What are the challenges that De Luca is facing as Logitech's new CEO? From a strategic perspective? From an organizational perspective?
4. What would you recommend De Luca regarding the Connectix acquisition?
5. Detail an action plan describing the sequence of actions that you recommend De Luca over the next three months? Provide reasons for the actions and the sequence that you recommend.

Questions for Design Thinking at Apple:

1. Why has Apple been so successful? What do you attribute it to?
2. Is there a systematic approach to innovation at Apple? If yes, how would you characterize it? Can it be imitated? Explain.
3. What would you like to integrate from the Apple's innovation into Colliers? How would this look like?



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.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

You are expected to post comments, and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. If you are struggling to complete an assignment please see your instructor or the program office for additional assistance.

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>



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Course description for SFU Calendar *					
Special topics in business administration					
Rationale for introduction of this course					
This course will serve as one of three courses being offered in lieu of the applied project.					
Effective term and year	Summer 2016	Course delivery (eg 3 hrs/week for 13 weeks)	21 hours		
Frequency of offerings/year	once per academic year	Estimated enrollment/offering	est. 32 of 40 students		
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
BUS 725-2 (Master of Business Administration)					
Prerequisite and/or Corequisite **					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught: <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input checked="" type="checkbox"/> Section					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete			Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Repeat for credit? *** <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Total completions allowed? 99		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

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 Elicia Maine
Additional faculty members, space, and/or specialized equipment required in order to offer this course

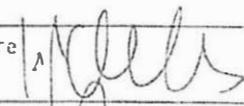
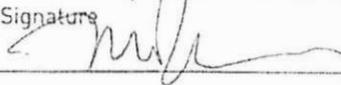
CONTACT PERSON

Department / School / Program Graduate Programs Beedie	Contact name Terry Chiu	Contact email busarcrd@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee Ian McCarthy	Signature 	Date Oct 14 / 15
Department Chair Michael Johnson	Signature 	Date Oct 14 / 15

LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

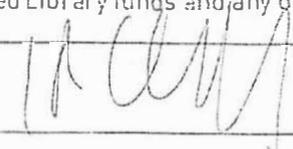
OVERLAP CHECK

Overlap check done? YES N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This 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 Studies Committee (FGSC) Michael Johnson, Ian McCarthy	Signature 	Date Oct 14 / 15
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) W. Parkhouse	Signature 	Date Nov 15 / 19
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____



BUS 784: Special Topics: INDUSTRY TOUR

Instructor: Elicia Maine
Office Phone: 778.782.5260
Email: emaine@sfu.ca

Semester:
LMS: canvas.sfu.ca

COURSE DESCRIPTION

This course is designed to expose students to world-class technology companies. This learning opportunity is a chance to experience first-hand how these organizations are leading innovation in the technology sector.

Sample Agenda (from the 2015 MOT MBA Industry Tour):

Wednesday, June 24

Location: FAZ Restaurant, Sunnyvale Sheraton, 1100 North Mathilda Ave, Sunnyvale

Table with 2 columns: Time (8:00-10:00pm) and Description (Mandatory pre-tour meeting and talk with Apple. FAZ Restaurant, Sunnyvale Sheraton. Reservations are under Lisa Dalla Vecchia.)

Thursday, June 25

Pick-Up Location and Drop Off Location: Sunnyvale Sheraton, 1100 North Mathilda Ave, Sunnyvale

Table with 2 columns: Time and Description. It details the itinerary for Thursday, June 25, starting at 7:45 am and ending at 9:30 pm, including stops at Instart Logic, Pebble, and Samsung Research & Development.



Friday, June 26

Pick-Up Location: Sunnyvale Sheraton, 1100 North Mathilda Ave, Sunnyvale

Drop-Off Location: BART station, Embarcadero, 298 Market Street, San Francisco

7:30 am	Bus leaves Sunnyvale Sheraton, 1100 North Mathilda Avenue, Sunnyvale
8:45 AM	Bus arrives at LinkedIn, 2061 Stierlin Court Mountain View
9:00-11:00am	LinkedIn tour/presentation/breakfast
11:15 AM	Bus departs LinkedIn
11:30 AM	Bus arrives at Google, 600 Amphitheatre Parkway Mountain View
11:45am-1:15pm	Google tour/presentation
2:00 PM	Bus departs Google/Lunch on bus
3:15 PM	Bus arrives at Salesforce, Salesforce Café, One Rincon Center, 131 Spear Avenue, San Francisco
3:30-5:00pm	Salesforce tour/presentation
5:15 PM	Bus departs Salesforce
5:30 PM	Bus drops off at BART station, Embarcadero, 298 Market Street, San Francisco

Grading:

Part A. Pre-departure (Team)	20%
Part B. Case Study (Team)	45%
Part C. Learning Reflections (Individual)	35%

Assignments:

Part A: Pre-departure presentation (20%)

You will be working with your team on this as soon as we have the final program for the trip. Teams will be assigned two companies we will be visiting. You are responsible for a brief overview of the company presented to the larger group. Teams will also be responsible for developing a few substantive questions to ask the company representatives that we meet on site. Please provide a list of the team's questions to your instructor. Some considerations for the presentations are as follows:

1. What do these companies do?
2. What issues/challenges do they face?
3. How do they deal with innovation? Are they exploitive or explorative in nature?
4. What is the company culture?
5. How do they carry out R&D? What processes do they use to launch new business ventures?
6. How does the company exploit new ideas and innovations?
7. What questions do we want to send them beforehand to engage them during the tour? What questions do we want to ask so we learn as managers in technology companies?



Part B: Case Study (45%)

Part B of the course requirements will be to focus on a case study specific to the companies that we will be visiting and to develop recommendations for the given problem or issue. Each student will be put into a team of 5 students and will develop recommendations for the issues facing the assigned company.

For example, below is a list of case studies that were given to students to prepare prior to the MOT 2015 Silicon Valley trip. It is expected that some case studies will come directly from the companies that we will be visiting beforehand.

Apple: HBS Case MH0019-PDF-ENG: Apple (in 2013): How to Sustain a Competitive Advantage?

Case Description: Tim Cook took over as CEO of Apple, Inc. in August of 2011 after the resignation of the legendary Steve Jobs. Though Jobs left big shoes to fill, Cook saw early success with the launch of the iPhone 5 and the continued adoption of the iPad tablet computer. Apple's market cap peaked a year later in September of 2012. But as competitors gained parity with their software and electronics, Apple's market cap declined from \$650 billion to \$370 billion.

LinkedIn: HBS Case OB87-PDF-ENG, LinkedIn: Transformation Driven From Within, 2013

Case Description: The case discusses LinkedIn's corporate culture in 2012-2013 and the importance the professional networking company put on maintaining that culture as it dramatically expanded in headcount domestically and internationally. LinkedIn's leadership believed its culture was its competitive advantage. The company fostered creativity, innovation, and a collaborative and open working environment, embraced humor, and was results oriented. LinkedIn sought to hire staff who wanted to make a positive lasting impact in the world and who valued integrity. To build and grow the corporate culture, two programs were designed to inspire creativity and collaboration: 1) Hackdays, in which teams of engineers worked to find solutions to problems they found personally engaging; and 2) Incubator, in which a team could pitch a product to the executive staff and potentially get time to turn the idea into a reality. Maintaining the culture also meant that employees were given a day off every month for personal development. LinkedIn Analytics data was used to measure overall strategy and results as well as employee satisfaction; "All Hands Meetings" twice a month included fun activities and some tiebacks to the company's culture along with reviewing the company's operating priorities and progress; and social impact programs were given a high priority. LinkedIn aimed to hire and promote from within, and when hiring externally looked for evidence of collaboration, humor, and passion. New employees were assigned a personal mentor, and all employees were part of initiatives to help colleagues learn new skills. The company's leadership had to figure out how it could maintain or modify these activities as it quickly grew. The objective is to learn how to create and grow a corporate culture that is results oriented and fosters creativity, innovation and collaboration.

Google: HBS Case 9-409-039: Keeping Google Googley, July 2011

This case, set in 2008, examines how Google has worked to avoid potential negative byproducts of rapid growth such as bureaucracy, slow decision-making, lack of visibility, and organizational inconsistency. When the case protagonist, Kim Scott, started with Google in 2004, she wondered if she would still be there in several years as she liked small, entrepreneurial companies. In 2008, she was pleased that Google still had the same entrepreneurial energy that it had when she joined. She and her colleagues reflect on how Google has been able to maintain its culture as the company keeps doubling in size.

Salesforces: HBS Case 412049-PDF-ENG: Social Innovation at salesforce.com, 2011

Case Description: Salesforce.com recently implemented an innovative social enterprise business model whereby the Salesforce.com Foundation funds its operations and grant budget by selling discounted Salesforce.com software licenses to nonprofits and education clients. The case recounts the development and initial stages of this project and the trade-offs inherent in mixing social and business goals.



Furthermore, as background, the case also provides detail on Salesforce's 1-1-1 business model whereby the company contributes 1 percent of product, 1 percent of equity, and 1 percent of employee hours back to the communities it serves.

Part C: Learning reflections (25%)

Part C will be an individual paper that focuses on reflections of the trip and the learning with regard to managing technology organizations. Some considerations are as follows:

- What did you learn from each company that we visited?
- What did you learn from this trip about managing technology organizations?
- What experiences during the trip did you find most interesting/informative? Why?
- What aspects about your assigned company do you want to learn more about?
- Did the visit confirm your expectations? What surprised you, if anything?

To complete this paper, you are strongly advised to hold regular informal meetings during the trip and discuss the content of your paper on an ongoing basis. The paper should conclude with reflections on the broader themes of technology management: What did you learn from this trip about managing technology organizations? For this assignment, you are strongly encouraged to do additional research, as well as integrate relevant material from other MBA courses.

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.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

You are expected to post comments, and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. If you are struggling to complete an assignment please see your instructor or the program office for additional assistance.



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Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

Program Requirement Change for Master of Technology MBA (MOT MBA)

Summary of change:

To provide students with a three-course optional requirement in lieu of the Applied Project (BUS 780-6) for successful completion of the MOT MBA. BUS 782-2 (Comprehensive Exam), 783-2 (Entrepreneurship) and 784-2 (Special Topics) are added as an alternative for students who want to further pursue a formal course in Entrepreneurship and want to address the integration of what they have learned in the program in a different format from a major paper (i.e., the Comprehensive Exam).

Rationale for change:

- GGR 1.7.2-D, which now states a Master Degree can be completed with a minimum of 30 units of graduate course without a capstone (i.e. project) required.
- Current and past cohorts have expressed preference for additional coursework to advance their knowledge in other areas of the MOT MBA. This data has been collected from Exit Surveys and through informal meetings with students and the Academic Director. The 2014 cohort have signed a document stating they would support such a change to the program. (*see Appendix A*)
- The existing program is heavily entrepreneurial from both the student body and curriculum perspective. Currently it is flawed because it lacks an entrepreneurship course. This has been expressed by both past and current cohorts and has impacted their final projects in several courses. Many recent graduates have started up new business (Saltworks, Velometro Mobility, etc.) and pursued entrepreneurship opportunities, therefore BUS 783 will fill in a much needed gap in the program. (*see Appendix B & C – please note appendix C results are based on 51 out of the 60 students who comprised the 2014 and 2015 cohorts*)
- There are instances of students not being able to complete their Applied Project within the final semester; these students take on an additional semester or two in order to complete the project. This is potentially damaging to the student and the program as these students are not able to graduate with the rest of the cohort. We have several students from previous years who have completed all their course work but who have not graduated yet because they have not completed their applied project. (*Appendix D*)
- Some students do not see value in the Applied Project as many already experience this type of work in their daily work environment and/or have completed a major thesis in another degree.

Effective term and year: Summer 2016

Will this change impact current students? If yes, what is the plan for current students?

Yes. Current students will have the option of completing the three-course requirement instead of the Applied Project for successful completion of the MOT MBA program.

FROM	TO (Summer 2016 Academic Calendar)
<p>Program Requirements</p> <p>Students will maintain a minimum 3.0 grade point average (B grade) and complete 54 units (46 units if accounting and managerial economics are waived), including BUS 780, from the following list.</p>	<p>Program Requirements</p> <p>Students will maintain a minimum 3.0 grade point average (B grade) and complete 54 units (46 units if advance credit has been given for accounting and managerial economics), including BUS 780 (or BUS 782, 783 & 784), from the following list.</p>

BUS 750 - Managing Technological Innovation (4)
 BUS 751 - Managerial Economics for Technology Firms (4)
 BUS 752 - Strategic Management of Technology-Based Firms (4)
 BUS 753 - Ethics and Corporate Responsibility (2)
 BUS 754 - Marketing Tech-based Products and Services (4)
 BUS 755 - Topics in International Business (2)
 BUS 757 - Negotiations (2)
 BUS 758 - Business Operations Design (4)
 BUS 761 - Leadership for the Technology Driven Enterprise (2)
 BUS 762 - Project Management (4)
 BUS 763 - Managing Self and Others: An Organizational Simulation (2)
 BUS 764 - Financing the Organization (4)
 BUS 766 - Financial and Managerial Accounting (4)
 BUS 770 - Special Topics (2)
 BUS 771 - Special Topics (2)
 BUS 772 - Special Topics (2)
 BUS 773 - Special Topics (2)
 BUS 774 - Special Topics (4)
 BUS 776 - Special Topics in Biotechnology (4)
 BUS 778 - Directed Studies in Management of Technology (4)
 BUS 780 - Applied Project (6)

Course from the other master of business administration programs or other programs may be used as substitutes for these courses at the discretion of the academic chair.

Students who have completed or have been enrolled in the graduate diploma in business administration program at SFU, may apply for advance credit for BUS 751, 753, 754, 764 and 766. A minimum grade of a B (3.0) in the course equivalent is required.

Students wishing to complete the biotechnology management stream must successfully complete four units of biotechnology specific courses as determined by the academic chair.

Biotechnology Management stream students are not required to complete the following course:

BUS 750 - Managing Technological Innovation (4)
 BUS 751 - Managerial Economics for Technology Firms (4)
 BUS 752 - Strategic Management of Technology-Based Firms (4)
 BUS 753 - Ethics and Corporate Responsibility (2)
 BUS 754 - Marketing Tech-based Products and Services (4)
 BUS 755 - Topics in International Business (2)
 BUS 757 - Negotiations (2)
 BUS 758 - Business Operations Design (4)
 BUS 761 - Leadership for the Technology Driven Enterprise (2)
 BUS 762 - Project Management (4)
 BUS 763 - Managing Self and Others: An Organizational Simulation (2)
 BUS 764 - Financing the Organization (4)
 BUS 766 - Financial and Managerial Accounting (4)
 BUS 770 - Special Topics (2)
 BUS 771 - Special Topics (2)
 BUS 772 - Special Topics (2)
 BUS 773 - Special Topics (2)
 BUS 774 - Special Topics (4)
 BUS 776 - Special Topics in Biotechnology (4)
 BUS 778 - Directed Studies in Management of Technology (4)
 BUS 780 - Applied Project (6)
BUS 782 – Comprehensive Exam (2)
BUS 783 – Entrepreneurship (2)
BUS 784 – Special Topics (2)

Course from the other master of business administration programs or other programs may be used as substitutes for these courses at the discretion of the academic chair.

Students who have completed or have been enrolled in the graduate diploma in business administration program at SFU, may apply for advance credit for BUS 751, 753, 754, 764 and 766. A minimum grade of a B (3.0) in the course equivalent is required.

Students wishing to complete the biotechnology management stream must successfully complete four units of biotechnology specific courses as determined by the academic chair.

BUS 762 - Project Management (4)

Biotechnology Management stream students are not required to complete the following course:

BUS 762 - Project Management (4)

Appendix C: Student Survey

Last Modified: 10/08/2015

1. Which MOT Cohort do you belong to?

#	Answer	Response	%
1	2014	19	37%
2	2015	32	63%
Total		51	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.63
Variance	0.24
Standard Deviation	0.49
Total Responses	51

2. Would you prefer the option of selecting course work or an Applied Project in your final semester? Currently the only option is the Applied Project. We would like to change this to provide you the option of completing an Applied Project or completing course work.

#	Answer	Response	%
1	Yes	49	96%
2	No	2	4%
Total		51	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.04
Variance	0.04
Standard Deviation	0.20
Total Responses	51

3. If yes, why? (Please select all that apply.)

#	Answer		Response	%
1	I already do applied projects at work		23	47%
2	I prefer to do course work		23	47%
3	I would prefer to further my knowledge in technology management		32	65%
4	Other reason (please state below)		24	49%

Other reason (please state below)

I would like to have the option.

An option will present the opportunity of either learning more about technology management topics, or should the topics not interest us, select the applied project.

A thesis in a business program seems less practical

I am enjoying the courses thoroughly. While I believe that the applied project would benefit me, I also feel the course(s) may be something I couldn't do on my own, whereas the project could be a personal goal upon graduation anyways, despite perhaps missing out on the option of proper feedback and adjudication by faculty.

After finding the balance in my schedule between my family, classes and work, I would rather not upset that balance for my final semester.

I would like to have the option to customize the program to my interests. I may still end up going for the Applied Course Work.

Certain courses in curriculum really should be expanded, e.g. accounting

I learn more in class setting with my cohort

I do similar projects privately as well.

I would like the opportunity to do an applied project

Course work (classes) are more useful for my career, I have a clear deadline and I learn more from classes then writing a Capstone project.

augment the curriculum where I see that there are gaps between my educational needs and the default selection of courses.

Hard to find applied project sponsor

In the time space provided to complete the applied project, a more structured course may be more suitable than an industry based project

Although MOT program offers lots of interesting course, I believe the students can benefit from many other courses that are not in the program. More courses related to Finance, Business Analytics, etc....

I'd like to have the option to choose

I think its great with multiple options.

I would like to have this option

it is great to have various options

I support the freedom of students to tailor the course/project to what they feel would contribute the most to their education.

I would like to have the option. I wont know until the end of the program if I would prefer to do an applied project or more courses.

I think having the option will serve some individuals. Personally, I would like to do the applied project, but would also like to have the option of doing course work if I do not find a suitable project.

If there are alternatives that I find valuable, I would rather select an elective that will help build fundamentals which will contribute to my applied projects within the workplace

Statistic	Value
Min Value	1
Max Value	4
Total Responses	49

4. If no, please explain why.

Text Response

An option to choose is ok but I myself will get more out of an applied project. This is because I am not an existing manager and business is new to me. Seeing what I have learned in a practical application would be very beneficial as a job may not have the opportunity. Another point about having a choice or not: I think it would muddy the water in the cohort if some choose one way and others choose another. Simpler for everyone to be on the same path.

Statistic	Value
Total Responses	1

5. Do you feel adding an entrepreneurship course would be valuable to the curriculum?

#	Answer	Response	%
1	Yes	44	88%
2	No	6	12%
Total		50	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.12
Variance	0.11
Standard Deviation	0.33
Total Responses	50

Appendix D

Cohort	BUS 780 - Enrolled in Course	BUS 780 - Did not complete Course on time	Percentage
2014	24	4	17%
2013	35	6	17%
2012	22	3	14%
2011	26	5	19%
2010	37	4	11%
2009	33	7	21%
2008	23	2	9%
2007	38	3	8%
2006	17	6	35%
Total	255	40	16%