

# INNOVATION & ENTREPRENEURSHIP

ENTP 3301.001

Spring 2017

<p><b>Class Meeting</b>  Monday/Wednesday 2:30-3:45 pm  Classroom: JSOM 12.202  <b>Office Hours:</b> Mondays 4:00 pm- 6:00 pm or  by appointment</p>	<p><b>Jackie Kimzey</b>  JSOM 4.208  <b>Email:</b> <a href="mailto:jackie.kimzey@utdallas.edu">jackie.kimzey@utdallas.edu</a>  <b>Phone:</b> (972) 883-5931</p>
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## COURSE OBJECTIVES

This course provides a broad-based introduction to entrepreneurship. Course activities will include evaluating the commercial potential of business concepts and technological innovation, researching markets and competition, managing patents and copyrights, understanding essentials of licensing and technology transfer, valuing a business opportunity, developing a market entry plan, legal issues relating to launching a new business venture, acquiring resources, avoiding pitfalls, making effective presentations to investors and financing the new start-up. Participants in the course will explore the mindset, considerations, realities, and real-world methods associated with entrepreneurship and the process of moving an innovation to the commercial world. Whether simply desiring to learn more about entrepreneurship and commercialization or desiring to launch a new enterprise, the course will provide students the know-how and tools to be more effective in the entrepreneurial process.

Both group and individual assignments will be required. A team project focused on the creation of a business development plan for a new opportunity will comprise a major part of the course.

## LEARNING OBJECTIVES

**Upon successful completion of this course, students will:**

- Understand entrepreneurial characteristics and abilities, how to evaluate business opportunities, as well as the foundational principles, rewards and realities of entrepreneurship.
- Understand the issues involved in protecting intellectual property such as patents, trademarks, copyrights, how to create a business plan and how to persuasively present a business plan for an entrepreneurial venture.
- Develop an understanding of the basics of financial budgeting and forecasting, the fundamentals of raising capital for a new venture, as well as an understanding of how to avoid typical pitfalls of entrepreneurship.
- Gain an appreciation and skills for working in teams to develop business strategies and solve business problems.

## REQUIRED COURSE MATERIALS

Barringer, Bruce R., and R. Duane Ireland. *Entrepreneurship: Successfully Launching New Ventures*, 4th ed. Boston:Pearson, 2011. ISBN 978-0132555524.

### Formation of Groups

The team project (i.e., presentation) is an important part of this course and will be determine a significant portion of your grade. You will form teams with 4 other students (total number in a

team will be 5). You may either self-select your team members or ask me to assemble your team. The project requires close coordination with your team members, and a wide range of skills, including some marketing and basic finance and accounting. Therefore, it is important that you select your teams to include a diverse set of skills. The grades earned on the presentation are subject to individual adjustment based on the assessment of the team presentation and based on the peer evaluation inputs. In other words, team members must contribute equally based on their peer evaluation to qualify for the full team grade.

### **Peer Evaluation**

A peer evaluation process will be utilized to adjust individual grades on all group assignments. The peer evaluation form (attached under submission link) should be completed individually and submitted in class prior to your presentation using the Peer Evaluation assignment by the end of the semester due date.

### **GUIDELINES FOR WRITTEN ASSIGNMENTS**

- **Evaluation:** Twenty-five percent (25%) of your grade will be based on group assignments.
- **Identification of Assignments.** All submitted assignments should be identified as follows: (a) a header on each page of the paper or spreadsheet should include your Group ID and individual name or name of team members.
- **Format.** Written assignments should be submitted in MS Word, MS Excel or MS PowerPoint format, as appropriate.
- **Assignment Submission Instructions:** Written assignments and presentations are to be submitted in class. Group assignments are to be submitted only by one member of the group. The team will receive the results and feedback on the assignment from the instructor.
- **Due Dates and Late Paper Policy:** Written assignments are due on the date assigned. Late papers will not be accepted.

### **GROUP PROJECT: BUSINESS OPPORTUNITY IDENTIFICATION AND ANALYSIS**

A group project focused on the identification and analysis of a new business opportunity will comprise a major part of the course.

**(a)** A 1 page idea summary from each individual presented to the instructor and class members by [January 23, 2017](#).

**(b)** Students will vote for the top ideas submitted for the group projects. Teams will be formed around the top ideas.

**(c)** A feasibility analysis and class presentation on [March 6, 2017](#), and; **(d)** a final business development proposal submitted and presented on [April 17, 2017](#).

#### ***FOR Clarity:***

***Individual Business Idea.*** Each individual will submit and present one business idea by [January 23, 2017](#). This idea will be a candidate for selecting a new business concept to take forward as a team project.

In developing a business Idea the student will:

- Select an industry and identify a specific business concept or opportunity for research.
- Conduct a preliminary evaluation of the business opportunity.

- **Summarize your idea in the context of the market and competitive environment in a 1 page summary. Submit the summary to the instructor and team members. Include the following information for each idea summarized:**
  1. **Project description (What significant need does it fill? How big is the problem? How grand is your solution?)**
  2. **Who is the customer?**
  3. **Is there significant potential for value creation?**
  4. **What is its “Value Proposition” --How will your idea benefit customers (why they will buy?) benefits to the customer (e.g., faster, less expensive, higher quality, more reliable, more accurate, more convenient, better performance, more fun, less work, etc.)**
  5. **How is Product or Service unique/different/superior to other offerings**

Each individual business idea will be considered by the class members and a determination will be made by majority vote regarding which business ideas will be selected for Group Projects. Students will be assigned to teams and projects by the instructor.

A great entrepreneurial opportunity is one that brings something new, valuable, innovative and difficult to imitate to the market and occupies a position of sustainable competitive advantage in the market. New ventures that go head to head with established firms in crowded markets are not recommended. Once a business Idea is selected, it is then developed by the Group during the semester.

***Part 1, The Initial Report: Business Opportunity Feasibility Analysis (Written Assignment #2 due [March 6, 2017](#))***

- Select an industry and identify a specific business idea or opportunity to research.
- Conduct a preliminary evaluation of the business opportunity.
- **Summarize your business opportunity in the context of the market and competitive environment in a 10-12 page PowerPoint presentation (10 minutes) to the class described below. (Note: You should include information from your research and analysis as a part of an appendix to the presentation). These items are in addition to the recommended page count for the presentation.)** This feasibility analysis represents the initial installment of the business plan that is being developed. The presentation should include a description of the business concept and its products or services and why they are unique or special. Particular emphasis should be placed on the competitive advantages of your new venture. You should include information regarding the unmet needs of the market that the products or services are providing and the customers being targeted. The foregoing should be followed by an overview and analysis of the industry in which the venture will operate. The comprehensive Industry analysis section will include the future outlook and trends, analysis of overall industry, market needs, comparison among and between competitors and the company (competitive matrix), the opportunity and associated unmet needs, and an estimation of company's future revenue. The presentation also should provide a description of the objectives (short term and long term) of the company. The PowerPoint will consist of:
  1. **Business Concept , Mission and Strategy**
  2. **Market Opportunity and Unmet Need**
  3. **Unique Value Proposition**
  4. **Industry Overview and Market Analysis**
  5. **Competitive Analysis**

**Part 2, The New Venture Market Entry Plan** combines Part 1 and 2 as a final document. (Written Assignment #3 due in class on [April 17, 2017](#))

- **Prepare the final Launch Plan** for your venture. The final PowerPoint (which includes Part 1 and 2) should not exceed 20 pages, not including exhibits or appendices. Thoroughly document your assumptions and analyses in exhibits or appendices and provide a list of the references and information sources utilized in your research.
- Use course principles and information to create a comprehensive Plan.
  1. This presentation **expands** on WA#2 and represents the entire launch plan. In addition to a refinement of the original presentation submitted previously in WA#2, the team will add the following sections to the presentation. A Comprehensive Marketing Plan: This section of the plan should include a summary analysis of the target market(s), the reason for selecting a specific market segment, the general market strategy and positioning among competitors, imaging of the firm, advertising and promotional activities, pricing strategy, sales and distribution strategy, service and support plan, sales forecasts and detailed marketing budget.
  2. Resources needed, Financial and Funding Plan, Risk Factors, Timeline. This section should include a) non-financial resource requirements of the firm, b) a start-up budget forecast (capital expenditures and expenses through breakeven), c) sources and uses of funds (with use of proceeds chart), d) the investment offering including projected returns d) pro forma Income Statement for 3 years (monthly for the first 12 months and quarterly for years 2 and 3) and a break-even analysis, e) critical risk factors and how they will be mitigated, and f) a timeline table or chart of events and milestones to be achieved over the next year. **NOTE: In the presentation, provide a very simple, brief and legible summary of key financial information (e.g., a summary table of the budget (use of proceeds, including capital expenditures), a summary table of the income statement (with revenue projections, costs, profit and Income for next 3 years), and a break-even chart. The spreadsheet are to be located in the appendix. Include a short description of the design and development plan. You should also include the key management and talent requirements that are essential for this plan.**

**Present your final Feasibility Analysis and Market Entry Plan in a PowerPoint presentation (a 12 minute oral presentation to the class) on [April 17, 2017](#).**

1. **Business Concept , Mission and Strategy**
2. **Market Opportunity and Unmet Need**
3. **Unique Value Proposition**
4. **Industry Overview and Market Analysis**
5. **Competitive Analysis**
6. **Marketing Plan**
7. **Resources**
8. **Milestone Timeline**
9. **Risk Factors**
10. **Financial Plan**
11. **Presentation Quality/Effective Communications**
12. **Supporting Appendix**

**Team Member Participation in Group Projects.** Each team member will create portions of each group project as agreed by team members and the team will integrate the respective pieces. Please remember to save sufficient time to properly edit the work into one integrated paper that will be agreed upon by the team and Team Leader.

**\*INDIVIDUAL PEER EVALUATION BY TEAM MEMBERS.** A peer evaluation of the respective individual team members will be utilized to adjust individual grades on ALL group assignments (maximum range of +/- 20% of the group grade). The peer evaluation form attached to this syllabus will be completed individually and turned in by each group member as part of each group project assignment.

At times teams have been formed for class projects wherein someone did not contribute significantly but expected the same grade as strong contributors. Fairness will prevail. I will compute individual grades for each group project and presentation based on the team score for each project and the group peer evaluations that each team member receives. Therefore, strong contribution to projects and regular attendance at team meetings are essential for optimal grading. See the attached student peer evaluation form. Students will not directly grade (A, B, etc.) one another but will provide the instructor with feedback (with peer evaluation forms) as to the percentage of contribution of each member on a base of 100%. Individual grades may be lowered by the instructor given poor peer evaluations. Typically, the grade received by a team will be multiplied by the percentage of contribution by the team member, thus if all team members contribute equally, each will score 100% for their participation which will be the multiplier of the team score. Additional instruction regarding peer evaluation will be provided on the peer evaluation form.

Failure to complete a peer evaluation can result in reduction in grade. Evaluations will be kept confidential. The team is accountable for warning any student who is in danger of receiving a failing peer evaluation. Failure of a team to warn a team member in a timely manner as described may invalidate negative ratings. Interim evaluations may be completed at any time during the semester and submitted to the instructor as a means of identifying a problem with a team member. At that time, the instructor will talk with all parties involved to determine what course of action may need to be taken. Please do not be afraid to discuss these problems with me individually and early on. Warnings as to failure on peer evaluations most often reverses a negative course of action on the part of a team member, but removal of a team member from a team is possible. Please handle individual team member issues with proper care, courtesy and diplomacy.

Students dropped from teams by the instructor may be required to complete group projects on their own and such removal from a team may result in a lower grade for that team member. Other options include dropping or failing the course.

### **Special Activities and Opportunities:**

- Top 2 teams in each section (based on a class vote) will receive a gift certificate of \$100 per student. [A maximum of 2 teams per section \* 5 students per team \*.]
- Students in each course will sign an agreement indicating that at the end of the semester, if a student does not want to pursue starting the company, they agree to surrender any rights in the concept to other students on the team and agree to not block or impede the other students from launching the company.

- A final intramural bake off competition among all 3301 sections will be held at the end of the semester with the top 5-8 teams advancing. The faculty will discuss and agree on which teams will advance across all sections (i.e. the top teams selected by the class vote would not necessarily advance). External judges will judge the final competition. The final competition would be held on a Friday before finals week begins. The top 3-5 teams in the competition will receive permission to enroll in the startup launch course (ENTP 3320) with \$1K of funding pre-approved per team to defer any costs of starting the company that are incurred in the startup launch I course.
- Additional funding of up to an additional \$4K per team could be applied for as the team advances in the startup launch course. [Funding will be used to reimburse costs related to the startup consistent with the Startup Launch Funding for Undergraduate Students (SLF-U) program.

Students in each course will sign an agreement indicating that at the end of the semester, if a student does not want to pursue starting the company, they agree to surrender any rights in the concept to other students on the team and agree to not block or impede the other students from launching the company.

### Student Assessments: Grading Information

Assignment	Due Date	Team or Individual	Length (pages)	Form	Grading Weight
<b>WA #1</b> – Individual Opportunity Analysis, Business Idea Description submitted to class (90 second elevator pitch) and Instructor	01/23/17	Individual	1	Bulleted Outline	Part of class participation grade
<b>Midterm Exam</b>	02/27/17	Individual			25%
<b>WA #2 Team Presentation:</b> Industry Analysis and Description of New Venture	03/06/17	Team Project	Power Point	10 Minutes 10-15 Slides	Class Participation
<b>WA #3 Presentation:</b> Marketing Plan, Assessment of Risk and Financial Plan, Estimating Cash requirements	04/17/17	Team Project	Power Point	12 Minutes 15-20 Slides	25%*
<b>Individual Peer Evaluation by Team Members</b>	04/17/17	Individual			n/a*
<b>Final Exam</b>	04/26/17	Individual			25%
<b>Class Participation</b>		Individual			25%
<b>*Peer evaluations will impact grades on all group assignments–see guidelines below.</b>					<b>100%</b>

**GRADE SCALE:     A = 90% OR GREATER;   B = 80% TO 89%;   C = 70% TO 79%;                   D = 60% TO 69%**

#### Grading Scale

Scaled Score	Letter Equivalent
400 - 360	A
359 - 320	B
319 - 280	C
279 - 240	D
Less than 240	F

	Points	Weight
Mid-Term Exam	100	25%
WA#3	100	25%
Final Exam	100	25%
Class Participation WA#1 WA#2 Attendance Engagement Peer Evaluation	100	25%
Total	400	100%

### **Class Participation**

- Twenty percent (25%) of your grade will be based on attendance, active participation in class discussions and exercises and the submission of ungraded assignments. Attendance and class participation will be tracked. From time to time, it may be necessary to miss a class due to illness or personal matters. Please inform instructor of these absences.
- Each student is expected to have read all assigned materials prior to the start of class and be prepared to discuss the ideas, concepts and issues they raise. If it is determined that students are not prepared for class, pop quizzes may be instituted and factored into the individual's grade as part of class participation.

## **ASSIGNMENTS AND ACADEMIC CALENDAR**

Week	Readings/Preparation	Assignments
<b>1</b> Jan 9	<b><u>The Entrepreneurial Perspective</u></b> <b>Unit 1 Lecture:</b> Introduction and Overview-Nature and Importance of Entrepreneurship <b>Unit 2 Lecture:</b> Entrepreneurial Characteristics	Text-Chapter 1
Jan 11	<b>Lecture:</b> Shelf Life of Sustainable Competitive Advantage	
<b>2</b> Jan 16	<b><u>Developing Successful Business Ideas</u></b> Creativity and the business idea <b>Unit 3 Lecture:</b> Creativity and the Business Idea	Text-Chapter 2
Jan 18	<b><u>Evaluating the Opportunity:</u></b> Evaluating opportunities, Conducting Feasibility Analysis and Innovation and Market Acceptance <b>Unit 4 Lecture:</b> Innovation and Market Acceptance <b>Video:</b> The Deep Dive-IDEO	
<b>3</b> Jan 23	Individual Pitches	One page concept summary- 90 second elevator pitch
Jan 25	Individual Pitches	

<b>4</b> Jan 30	<b>Unit 5 Lecture:</b> Evaluating the Opportunity	Text-Chapter 3
Feb 1	<b>Team Time:</b> No class scheduled	
<b>5</b> Feb 6	<b><u>Competitive Analysis: Implementing Entrepreneurial Product Strategies:</u></b> Competitive forces, collecting competitive intelligence, new entry strategy, growth strategies, creating a resource bundle	Text-Chapter 5
Feb 8	<b>Unit 6 Lecture:</b> Competitive Analysis – Implementing Entrepreneurial Product Strategies <b>Unit 7 Lecture:</b> Developing an Effective Business Model <b>Peer Mentoring</b>	Text-Chapter 6
<b>6</b> Feb 13	<b><u>Business Plans for Entrepreneurial Ventures</u></b> <i>Types, Structure, and Content, Developing Business strategies, Evaluating a Business Plan, How to create a business plan with its essential elements, Common Mistakes in a Business Plan</i>	Text-Chapter 4
Feb 15	<b>Unit 8 Lecture:</b> The Business Plan – Creating and Starting the Venture <b><u>Giving Presentations, Essentials of Selling:</u></b> Format and content of presentations, psychology of the presentation, essential elements <b>Unit 9 Lecture:</b> The Psychology of Presentations <b>Unit 10 Lecture:</b> The “Pitch” – Telling Your Story	Text-Chapter 4
<b>7</b> Feb 20	<b><u>Intellectual Property and Other Legal Issues:</u></b> Patents, Trademarks, Copyrights, Trade Secrets, Legal Organization	Text-Chapter 12
Feb 22	<b>Unit 11 Lecture: Intellectual Property</b> <b>Mid-Term Exam Review</b>	
<b>8</b> Feb 27	<b>Mid-Term Exam (Chapters 1,2,3,4,5,6, 12 and lectures)</b>	
Mar 1	<b>Leadership and Culture of the Entrepreneurial Organization:</b> The Role of the CEO, building a board of Directors, building the team, core values, culture, the “5 Dysfunctions of a Team” <b>Unit 12 Lecture:</b> The Entrepreneurial Organization	Text-Chapter 9
<b>9</b> Mar 6	<b><u>Group Presentations: Business Opportunities-- First Presentation</u></b>	<b>Assignment WA#3 and presentation</b> <i>Business Opportunity</i> (Group) Presentation submitted
Mar 8	<b><u>Group Presentations: Business Opportunities-- First Presentation</u></b>	
<b>10</b> Mar 13-17	<b><u>No Class – Spring Break</u></b>	
<b>11</b> Mar 20	<b>Unit 13A Lecture:</b> Entrepreneurial Leadership – The Role of the CEO <b>Unit 13B Lecture:</b> Entrepreneurial Leadership – The Board	Text-Chapter 9
Mar 22	<b><u>Marketing and Selling in the Entrepreneurial Venture:</u></b> Segmenting the market, product positioning, Closed Loop Marketing and Sales Process <b>Unit 14 Lecture:</b> Sales and Marketing in the New Venture	Text-Chapter 11

<p><b>12</b> Mar 27</p>	<p><b><u>Marketing and Selling in the Entrepreneurial Venture:</u></b> Sales Learning Curve in the new Enterprise</p>	<p>Text-Chapter 11</p>
	<p><b>Unit 15 Lecture:</b> The Sales Learning Curve for New Ventures</p>	
<p>Mar 29</p>	<p><b>Team Time</b></p>	
	<p><b><u>The Financial Plan: Elements of an Operational and Financial Plan:</u></b> Defining the business model, forecasting, integrating the plan into the organization, relationship between strategic and operating plans, tying performance to plan</p>	<p>Text-Chapter 8</p>
	<p><b>Unit 16A Lecture:</b> Building a Successful Company – Planning</p>	
	<p><b>Unit 16B Lecture:</b> The Financial Plan</p>	
<p><b>13</b> Apr 3</p>	<p><b><u>Making the Plan Work:</u></b> Understanding your strengths and weaknesses, understanding the company’s readiness to execute, keys to execution, barriers to execution, key metrics that focus on execution, performance measurement</p>	<p>Text-Chapter 13</p>
	<p><b>Unit 17 Lecture:</b> Making the Plan Work – Driving Better Execution</p>	
<p>Apr 5</p>	<p><b><u>Attracting Stakeholders: Financing and valuing the New Venture:</u></b> Friends, Family, Fools, Friends, Angels VC’s. Financing the Venture, Sources of Finance, time, types of financing vs Stage of Venture, What to expect from a Venture investor, Networking, the Do’s and Don’ts of fundraising</p>	<p>Text-Chapter 10</p>
	<p><b>Unit 18 Lecture:</b> Sources of Capital</p>	
	<p><b><u>Introduction to Venture Capital:</u></b> where venture capital “fits”, criteria to get venture financing, economic impact of venture capital, concept of milestone funding</p>	
	<p><b>Unit 19 Lecture:</b> Introduction to Venture Capital</p>	
<p><b>14</b> Apr 10</p>	<p><b><u>Deal Structure, Deal Terms;</u></b> concepts &amp; terminology, Valuing the company, Understanding Term sheets</p>	<p>Text-Chapter 10</p>
	<p>Unit 20 Lecture: Mechanics of the Term Sheet</p>	
	<p><b><u>Exit Strategies, Ending the Venture:</u></b> IPO, M&amp;A, Shutdown, considerations for exit and ending the venture</p>	
<p>Apr 12</p>	<p><b>Unit 21 Lecture:</b> Exiting the Venture</p>	
	<p><b>In Class Team Time</b></p>	
<p><b>15</b> Apr 17</p>	<p><b>Business Plan Presentations</b></p>	<p><b>Due:</b> Peer Evaluations</p>
	<p><b>Business Plan Presentations</b></p>	<p><b>Assignment, WA# 4,</b></p>
<p>Apr 19</p>	<p><b>Business Plan Presentations</b></p>	<p><i>New Venture Business Plan (Group)</i></p>
<p><b>16</b> Apr 24</p>	<p><b>Business Plan Presentations</b></p>	
<p>Apr 26</p>	<p><b>Final Exam Review</b></p>	
<p>Apr 28</p>	<p><b>Intramural Competition</b></p>	<p>1-1:30</p>
<p><b>17</b> May 2-8</p>	<p><b>Final Exam (chapters 8,9,10,11,13 and lectures)</b></p>	

*These descriptions and timelines are subject to change*

## UNIVERSITY POLICIES

**Off-campus Instruction and Course Activities**-Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

### Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations of the Board of Regents of the University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, *Rules on Student Services and Activities of the Course Syllabus Page 8, University's Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972/883- 6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### Academic Integrity

The faculty and administration of the School of Management expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success.

The Judicial Affairs website lists examples of academic dishonesty. Dishonesty includes, but is not limited to cheating, plagiarism, collusion, facilitating academic dishonesty, fabrication, failure to contribute to a collaborative project and sabotage. Some of the ways students may engage in academic dishonesty are:

- Coughing and/or using visual or auditory signals in a test;
- Concealing notes on hands, caps, shoes, in pockets or the back of beverage bottle labels;
- Writing in blue books prior to an examination;
- Writing information on blackboards, desks, or keeping notes on the floor;
- Obtaining copies of an exam in advance;
- Passing information from an earlier class to a later class;
- Leaving information in the bathroom;
- Exchanging exams so that neighbors have identical test forms;
- Having a substitute take a test and providing falsified identification for the substitute;
- Fabricating data for lab assignments;
- Changing a graded paper and requesting that it be regraded;
- Failing to turn in a test or assignment and later suggesting the faculty member lost the item;
- Stealing another student's graded test and affixing one's own name on it;
- Recording two answers, one on the test form, one on the answer sheet;
- Marking an answer sheet to enable another to see the answer;
- Encircling two adjacent answers and claiming to have had the correct answer;
- Stealing an exam for someone in another section or for placement in a test file;
- Using an electronic device to store test information, or to send or receive answers for a test;
- Destroying or removing library materials to gain an academic advantage;
- Consulting assignment solutions posted on websites of previous course offerings;
- Transferring a computer file from one person's account to another;
- Transmitting posted answers for an exam to a student in a testing area via electronic device;
- Downloading text from the Internet or other sources without proper attribution;
- Citing to false references or findings in research or other academic exercises;
- Unauthorized collaborating with another person in preparing academic exercises.

- Submitting a substantial portion of the same academic work more than once without written authorization from the instructor.  
<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>  
Updated: August, 2011

**Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. On written assignments, this course will use the resources of turnitin.com, which searches the web for plagiarized content and is over 90% effective.**

**During tests and quizzes, students in this section are not allowed to have with them any food or drinks, scratch paper, course materials, textbooks, notes, invisible ink pens, or electronic devices, including iPads, iPhones, iPods, MP3 Players, earphones, radios, smart phones, cameras, calculators, multi-function timepieces, or computers. When possible, students should sit in alternating seats, face forward at all times, and remove any clothing which might conceal eye movements, reflect images of another's work, or hide course material for copying. Exam proctors will monitor any communication or signaling between students by talking, whispering, or making sounds, or by using your hands, feet, other body movements, the test paper itself or your writing implement.**

**Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:**

1. **Homework – Zero for the Assignment**
2. **Case Write-ups – Zero for the Assignment**
3. **Quizzes – Zero for the Quiz**
4. **Presentations – Zero for the Assignment**
5. **Group Work – Zero for the Assignment for all group members**
6. **Tests – F for the course**

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office .

In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA.

The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

### **Judicial Affairs Procedures**

Under authority delegated by the Dean of Students, a faculty member who has reason to suspect that a student has engaged in academic dishonesty may conduct a conference with the student in compliance with the following procedures:

- (i) the student will be informed that he/she is believed to have committed an act or acts of academic dishonesty in violation of University rules;
- (ii) the student will be presented with any information in the knowledge or possession of the instructor which tends to support the allegation(s) of academic dishonesty;
- (iii) the student will be given an opportunity to present information on his/her behalf;
- (iv) after meeting with the student, the faculty member may choose not to refer the allegation if he/she determines that the allegations are not supported by the evidence; or
- (v) after meeting with the student, the faculty member may refer the allegations to the dean of students along with a referral form and all supporting documentation of the alleged violation. Under separate cover, the faculty member should forward the appropriate grade to be assessed if a student is found to be responsible for academic dishonesty;
- (vi) the faculty member may consult with the dean of students in determining the recommended grade;
- (vii) the faculty member must not impose any independent sanctions upon the student in lieu of a referral to Judicial Affairs;
- (viii) the faculty member may not impose a sanction of suspension or expulsion, but may make this *recommendation* in the referral documentation

If the faculty member chooses not to meet with the student and instead forwards the appropriate documentation directly to the dean of students, they should attempt to inform the student of the allegation and notify the student that the information has been forwarded to the Office of Dean of Students for investigation.

The student, pending a hearing, remains responsible for all academic exercises and syllabus requirements. The student may remain in class if the student's presence in the class does not interfere with the professor's ability to teach the class or the ability of other class members to learn. (See Section 49.07, page V-49-4 for information regarding the removal of a student from class).

Upon receipt of the referral form, class syllabus, and the supporting material/documentation from the faculty member, the dean shall proceed under the guidelines in the *Handbook of Operating Procedures*, Chapter 49, Subchapter C. If the respondent disputes the facts upon which the allegations are based, a fair and impartial disciplinary committee comprised of UTD faculty and students, shall hold a hearing and determine the responsibility of the student. If they find the student in violation of the code of conduct, the dean will then

affirm the minimum sanction as provided in the syllabus, and share this information with the student. The dean will review the student's prior disciplinary record and assess additional sanctions where appropriate to the circumstances. The dean will inform the student and the faculty member of their decision.