

WELCOME TO SOCIAL BUSINESS!



BUS/ECON 203 – Introduction to Social Business SPRING 2025 - SYLLABUS

"There is certainly no conflict between the responsible pursuit of profit and the service of social goals [...]. The choice is yours."
Professor Yunus

Instructor:

Maria Ballesteros-Sola, DBA, MBA, LLB

I have a long last name, but you can call me Dr. B or Dr. [BUY-A-STAIR-OS]. Please, update your profile in CI Learn if you have a preferred name other than your legal name.

Class Meetings:

Tuesdays & Thursdays 10.30-11.45 am - Ojai Hall 1986

Happy Hours:

Tuesdays & Thursdays 9.30 -10.15 am - MVS Hall 1178

Please, I am here to help. Don't wait until you are in over your head; contact me as soon as you have doubts or concerns.

E-mail:

maria.ballesteros-sola@csuci.edu

During the week, I respond to e-mails in a 24 h period max. If you haven't heard from me in one day, please resend it. Add the course name to the subject.

Business Program Learning Goals (PLG)

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Collaboration
5. Conduct (Ethics)
6. Competency in Discipline

Catalogue Course Description

Interdisciplinary overview of Social Business models and their application to social, economic, technological, cultural, political, and environmental issues both locally and globally. Introduction to the finance and planning of Social Businesses, as well as comparisons to traditional and other alternative business models.

What will you learn in this course? Learning Outcomes

Social business is a cause-driven business that uses market-based solutions to address social issues. It requires the convergence and adaptation of traditional fields of study. Due to the "under construction" nature of the subject, I see this class as **exploratory** in nature, and I

envision myself as a facilitator to help you get a good understanding of the social business and social entrepreneurship concepts, the challenges of their implementation, overlapping concepts and the global social business movement.

Students who successfully complete this course will be able to:

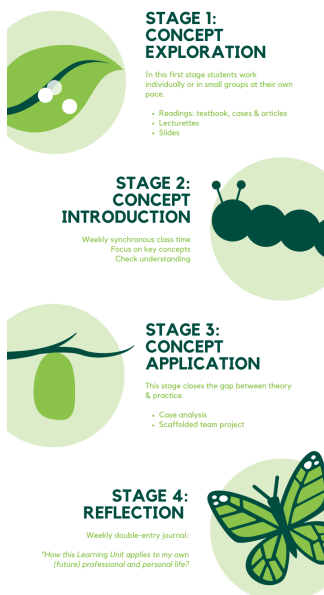
1. Define the concept of Social Business. (PLG 1, 6)
2. Identify the similarities and differences between Social Business, traditional business, and other alternative business models, as well as a key related concept such as Corporate Social Responsibility (CSR) and Non-Profits' Earned Income Strategies (EIS). (PLG 1, 6)
3. Describe the key elements of planning, financing, and managing a Social Business. (PLG 1, 4, 6)
4. Analyze the potential of Social Business to address social, economic, technological, cultural, political, and environmental issues. (PLG 1, 2, 3, 6)
5. Understand current affairs in the social business arena and the most successful social business case studies. (PLG 1, 2, 3, 6)
6. Find and critically evaluate, and make use of appropriate and relevant information (PLG 1, 3):
 - a. Access needed information and its source critically.
 - b. Evaluate the information and its source critically.
 - c. Make use of appropriate and relevant information.

Other critical course objectives are team building, focused and precise business writing, public speaking and presentation skills, and proficiency in some cloud-based critical tools for Global Virtual Teams (GVT) engagement, such as Google Docs, Google Slides, Mural, etc.

These objectives will be achieved through a mix of lectures and hands-on activities, writing assignments, guest speakers, and a several weeks-long Problem-based (PB) group project.

How will you learn in this course? The Active Learning Circle

WEEKLY ACTIVE LEARNING CYCLE BY PROF. BALLESTEROS-SOLA



We will introduce the basics of social business using an active learning pedagogy. As explained in the infographic, you will engage first in individual **Concept Exploration** (Stage 1) ahead of the weekly session. The weekly reading summaries will facilitate this first stage.

During our weekly meetings, we will work first on Stage 2 **Concept Introduction**, using the time together to review key concepts and apply them through case discussions and/or the team project (Stage 3: **Concept Application**).

Finally, I will encourage you to reflect on our learning and understand how it applies to your world and connect them to your interests (Stage 4: **Reflection**). Your weekly journal entries will help to close the loop here.

Do I need to buy any books? No! All the required materials are open source or available in CI Learn

This is a no-cost course!

- Readings articles and available on CI Learn.
- Case Studies are available in the SAGE Collection on the Broome Library site.
- Other resources such as videos are available on CI Learn.

Optional Readings

- **Understanding Social Entrepreneurship** – Kickul, J. & Lyons, T. (2016). Routledge. NY & London.
- **Creating a World without Poverty** - Yunus (2007), Public Affairs. NY.
- **“Social Business: Theory, Practice, and Critical Perspectives”** – Grove & Berg (Editors), Springer (2014).
 - Free online copy available on CI Learn.
- **“Building Social Business”** - Yunus (2010), Public Affairs. NY.
 - Free online copy available on CI Learn.
- **Poverty Reduction through Social Business? Lessons Learnt from Grameen Joint Ventures in Bangladesh**, K. Humberg (2011). Munich.
- **Grameen Shakti - Green Energy for a Billion Poor**, N. Wimmer
- **Conscious Capitalism**, Mackey & Sisodia (2013). HBR Press.
- **Tactics of Hope**, Wilford Welch (2008). Earth Aware, CA.
- **Enterprising Nonprofits**, Gregory Dees (2001). Wiley Nonprofit.
- **Stanford Social Innovation Review (SSIR)** - periodical

Prerequisites: none

Grading:

ACTIVITIES	POINTS	PERCENTAGE
Class Attendance (ind.)	50	5%
Class Participation (ind.)	50	5%
Journal & Reading Summaries (10 x 9)	90	9%
Social Business in the News (individual)	30	3%
Homework (individual, 30 x 4)	120	12%
Campus Engagement	60	6%
Mid-Term (individual)	125	13%
Final Exam (individual)	150	15%
Team Project (group/4 deliverables)	325	33%
TOTAL	1000	1

The final grade will be calculated on the weighted value of all components. Final grades will be given based on the guidelines provided by the school. The professor reserves the right to change the method for determining course evaluation at any time.

A+: 1000-980	A: 979-930	A-: 929-900
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B+: 899-880	B: 879-830	B-: 829-800
C+: 799-780	C: 779-730	C-: 729-700
D: 699-600	F: <600	

General CSUCI policy on grades available here <http://senate.csuci.edu/policies/2012-2013/senate-policy-12-07.pdf>)

A	Student performance has been outstanding and indicates an exceptional degree of academic achievement in meeting learning outcomes and course requirements
B	Student performance has been at a high level and indicates solid academic achievement in meeting learning outcomes and course requirements
C	Student performance has been adequate and indicates satisfactory academic achievement in meeting learning outcomes and course requirements
D	Student performance has been less than adequate and indicates deficiencies in meeting the learning outcomes and/or course requirements
F	Student performance has been unacceptable and indicates a failure to meet the learning outcomes and/or course requirements

Class Participation

All of us in the class, you, me, and your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class so that we can all benefit from the insights and experiences that each person brings. To participate, you are expected to come to class with the assigned readings completed, especially the cases, and fully prepared to participate in the discussion. Therefore **preparedness, your contributions** toward advancing class discussion, and generally **fostering learning among peers** will count toward your class participation grade.

Class participation¹ provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks.

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive; they provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly. **Grade: 50**

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive; they provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished. **Grade: 40**

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantial and provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion

¹ Note: I obtained these guidelines directly from Dr. Caserta at the IE Business School (source: Caserta, 2013 – Quantitative Methods – Syllabus). In turn, these have been learned from someone else. Although the original attribution for the guidelines has been lost, they continue to be so useful to so many.

would be diminished somewhat. **Grade: 30**

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of the discussion would not be changed. **Grade: 20**

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom and provide few, if any, insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable airtime would be saved. **Grade: 10**

Class Attendance

Grading for this section will be based on **attendance** and **punctuality**.

Only one undocumented absence will be allowed during the semester. Each additional undocumented absence will result in a 10-point penalty deduction from your attendance grade up to three unexcused absences (-30 points).

Students that miss more than 4 classes without proper documentation will not pass the class.

Missed Classes: When you miss a class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates or from CI Learn. Please check first with them.

For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.

Three late arrivals will count as one undocumented absence.

Notice that the CI Learn attendance feature doesn't allow for real-time grade adjustment – your attendance grade will be adjusted manually at the end of the semester following the rule listed above.

Homework

Homework will be assigned during the semester. Failure to submit a homework assignment will result in a 30-point penalty deduction from your homework grade (per missed assignment).

Homework will be uploaded to CI Learn **before class (10 am)**. No exceptions. **Late assignments or emails with a file attached are not accepted as they tend to get lost.** CI Learn is the only place where I can properly provide you with feedback and your grade.

Teaching Cases

A **teaching case** is basically a story that describes a real business/nonprofit situation faced by managers, employees, entrepreneurs, etc. Cases allow you to perform an analysis/evaluation and recommend a course of action for the protagonist(s) of the case.

Before the case discussion, you will submit a write-up (500 words max, 12-point font, 1.5-spaced) document in CI Learn. This preparation will help you to get your thoughts organized for the in-class discussions. Be sure to read the prompts for each case, but usually, you will:

- Identify the organization, protagonist, year, industry, and the decision point or issue discussed in the case.
- Recommendations: Propose a course of action and explain why you are recommending it.

Learning to prepare and discuss a case is a process that takes time. These are the three key things that I would like you to focus on and get better at as we progress through the semester:

1. **Comprehension/** getting the facts: Ask yourself: Do I understand what's going on? Can I name the industry, the protagonist, and the organization? When and where does the case take place? What's the primary issue or dilemma that the protagonist(s) is facing?
2. **Critical Thinking:** What are the options for the protagonist? What are the pros/cons of each one? What key concepts or frameworks from the course can I apply here? Why is this case relevant in the context of our current Module? Did I capture my own opinion in the write-up?
3. **Writing mechanics:** Run a spell check, read in a loud voice, review punctuation, and those upper cases (countries! brand names! etc.).

Am I submitting my best work?

This case analysis must be submitted before class. No late submissions are accepted. You won't get any points if you don't address the questions listed in the case instructions. Be sure you review the rubric, and the checklist shared in CI Learn. Also, double-check that you got the case right - you won't get any credit if you prepare a different case, even if the case relates to the same company. Be sure you also review the course policy on GenAI usage for coursework explained below.

Social Business in the News

This assignment aims to encourage students to explore current events and/or social impact organizations. By analyzing a mission driven organization of their choice, students will develop their ability to connect theoretical concepts discussed in class with real-world examples. This exercise will also enhance your presentation skills and ability to distill complex information into concise, impactful insights.

This assignment will be a recurring weekly task, with a different student presenting each week. During the first week of the semester, students will pick their own date, but I reserve the right to assign you a date/module if I don't see your name on the table by the third week of the semester. Please access CI Learn for additional directions, recommended sources and repository of organizations presented by former students over the years.

Reading Summaries & Self-reflection Journal

Being prepared for class is a critical factor in your learning. You are expected to come to class with the assigned readings completed and fully prepared to participate in the discussion. To encourage you to read and take notes, you will submit a **weekly summary of ALL the readings assigned in CI Learn**. You can use full paragraphs or bullet points. Feel free to add any personal comments or related thoughts. Each MODULE summary is worth 9 points (10 Modules x 9 points). No late submissions. You won't receive the points till the final week.

Writing the **Self-Reflection Journal** will help you to document your growing knowledge of social enterprises and your team project experience. I encourage you to write in your journal after each class, so we can start a regular personal conversation between you and me.

Both, the readings summaries and the journal entries will be shared weekly in the same Google Doc. Check CI Learn for full instructions.

Exams

The Mid-Term will serve as a checkup of your progress. The format will be a mix of multiple-choice questions, topic questions, and mini-case analysis. No make-up exams will be given.

Team Project: The Impact Business Model Canvas (IBMC)²

I am a strong advocate for **Experiential Learning**. All those readings and class discussions should be put to work! This semester we will be working in teams to develop a business idea that addresses a social or environmental problem.

Objective

The core objective is to develop a **realistic** (implementable) Impact Business Model Canvas for a new social enterprise idea. The teams will choose and analyze a social or environmental problem (local or global) and design a high-level business model to move it from idea to reality.

Students are expected to have the hands-on experience that social entrepreneurs go through and to apply the learning and insights gained in the classroom.

The project should also be used as an opportunity to build upon “soft” skills that will always be useful in different aspects of your future career, such as

- team building and time management
- running effective meetings
- developing leadership skills
- using effective feedback
- presenting in public
- writing effectively - remember it is a *business document*!

I expect the students to work hard on the project but also to have fun.

Team Size: After the midterm, teams will be self-formed (4 students per team). I reserve the right to make changes in the team compositions if there is not a good balance of backgrounds and skill sets amongst the teammates.

Deliverables

Deliverables will be submitted at the beginning of the class that they are due, except for the team composition. Full instructions for each deliverable are provided in CI Learn.

Team Project deliverables are identified in the Tentative Schedule Section in this syllabus with the initials **TP**. The Final Deliverable will be adjusted based on peer review.

² Additional information on the Stanford Impact Model Canvas and full project instructions can be found in CI Learn

	Deliverables	Points
0	Team Proposal: Team members & team coordinator (names, emails, and phones). Get a catchy team name.	0
1.	First Deliverable: Detailed Social Issue Analysis, SB idea, Impact Business Model Canvas (1 st draft), and Marketing elements <u>Max 5 pages</u> . – Using secondary sources is a must.	50
2.	Second Deliverable: IMBC (2 nd draft) Operations & Finance Blocks. <u>Max 5 pages</u> .	75
3.	A. Final Report: Word Document including reviewed Social Issue, complete Impact Business Model Canvas proposal. Max 15 pages.	150
	B. Executive Summary- Slides – Oral Presentation	50

Final Presentation

Each team will present its Executive Summary using slides in front of the class on the day assigned.

Final Report

The Final Report will include a Word document, no more than 15 pages (max.), plus the cover, table of content, and any additional exhibits. Your individual final grade will be adjusted based on a non-competitive peer review.

Peer-review

After the final presentation, each team member will grade each of his/her team members on a scale from 0-100%. The objective is to evaluate your teammates' work. You will consider each of your teammate's efforts, commitment to the success of the project, and contribution to the final results, critical thinking, availability, dependability to get their work completed on time, assistance to other team members, conflict mediation, and any other variables you believe were critical during the semester for a successful outcome. Your final grade for the Final Report will be adjusted with your peers' scores.

Guest Speakers

In order to achieve the objectives outlined early in the Syllabus, I have invited several accomplished speakers from different countries who will share their social and business experiences in each of their industries.

The speakers have provided me with tentative dates. Final dates will be confirmed via CI Learn/ classroom well in advance. I expect the students to research the speaker's company or field ahead of time and be able to formulate thoughtful questions that will enrich our learning.

***There will be NO extra credit opportunities in this class – take advantage of EACH weekly opportunity to earn points. Don't wait until the last minute.
Late assignments will not be accepted.***

The following schedule of assignments is subject to change with notice.

TENTATIVE SCHEDULE

HW: Homework

TP: Team Project

WEEK	DAY /MODULE	LEARNING MODULE	REQUIRED READINGS	DELIVERABLES	IN-CLASS ACTIVITIES
1	01/21 & 23 MODULE 1	Why should I care about this topic? Introductions & Course Overview	CI Learn:	Getting to know your survey	What's a Learning Community? Intro to the Social Enterprise spectrum & course objectives GenAI workshop
2	01/28 & 30 MODULE 2	Can corporations be responsible? Corporate Social Responsibility (CSR)	CI Learn Readings	Reading Summaries HW 1: CSR Report Analysis	SB News
3	02/04 & 6 MODULE 3	Why study NPO? Non-Profits & EIS	CI Learn Readings	Reading Summaries HW 2: Homeboy Ind.	SB News
4	02/11 & 13 MODULE 4	What is a Social Entrepreneur?	CI Learn Readings	Reading Summaries HW 3: TOMS essay	SB News No face-to-face class on 02/13 th - check CI Learn: TOMS documentary
5	02/18 & 20 MODULE 4 (cont.)	B Corps What do Patagonia, Ben& Jerry's, and TOMS Shoes have in common?	CI Learn Readings	Reading Summaries HW 4: The Refill Shoppe	SB News
6	02/ 25 & 27 MODULE 5	Small loans to unbanked people? Crazy! Microfinance & Grameen Bank	CI Learn Readings	Reading Summaries	SB News
7	03/04 & 6 MODULE 6	Yunus Social Business	CI Learn Readings	Reading Summaries	SB News
8	03/11	MIDTERM Review Checkpoint: Campus Engagement, Journals entries & other formative assignments			
	03/13	MIDTERM Team Project Presentation & Themes			
9	03/17-21 - SPRING BREAK – have fun & be safe!				
10	03/25 & 27 MODULE 7	Impact Business Model Canva– Intro Problem & Mission St.	CI Learn Readings	Reading Summaries	Intro to IMBC & Project Deliverables Ideation → SDG: social enterprise idea Examples review
11	04/01 & 3 MODULE 7 (cont.)	IMBC: Marketing Elements	CI Learn Readings	Reading Summaries	SB News
12	04/08& 10 MODULE 8	IMBC: Operations	CI Learning readings	Reading Summaries	SB News
13	04/15 & 17 MODULE 9	IMBC: Finance & Legal	CI Learn readings	Reading Summaries TP: Deliverable 1 due	SB News
14	04/22 & 24 MODULE 9 (cont.)	IMBC: Finance & Legal		Reading Summaries	

15	04/29 & 05/01 MODULE 10	IMBC: Measuring Social Impact		Reading Summaries TP: Deliverable 2 due 05/03 midnight	SB News
16	05/06	FINAL TEAM PRESENTATIONS – you made it! Final Campus Engagement essays & final Journal entry due 05/08 – No face-to-face class – prep time for final exam. Check CI Learn for extra online “Happy Hours”.			
17	05/15	FINAL EXAM – 8 am			

**PLEASE PRINT THIS SCHEDULE AND KEEP IT HANDY THE WHOLE SEMESTER
THANKS!**

Writing Standards

The standard of writing is that of a lower-division class. Students should have already achieved correct grammar and punctuation skills; those who have not should catch up by asking for help from the **Writing & Multiliteracy Center** <https://www.csuci.edu/wmc/>. Poor writing will count against your assignment's grades. References/bibliographies must be APA style, but if you are more familiar with others or haven't formally learn to cite, please let me know.

Campus Tutoring Services

The **Learning Resource Center** (LRC) offers free one-on-one peer tutoring for all MVS School undergraduate courses. The LRC tutors will help students with study skills, fundamental concepts, comprehension, homework, test preparation, and much more. The Peer Tutor Schedule is available via the LRC webpage.

Cheating, Plagiarism, and Other Forms of Academic Dishonesty

This has been one of the most challenging issues I have had to deal with as a professor in the last few years. I expect all students to hold themselves accountable to the highest ethical standards, but sometimes, due to time constraints, lack of interest, or maybe unknown to them, students take actions that break the CSUCI policy on Academic Dishonesty.

By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling, or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code (located at <http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm>). If a student is found responsible for committing an act of academic dishonesty in this course, **the student will receive academic penalties**, including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office. For additional information, please see the Faculty Academic Senate Policy on Academic Dishonesty in the CI Catalog.

The Internet is an excellent source of information, and I encourage you to use it for research. However, do not copy another author's writing word for word, except for brief passages to support your thesis. When using another writer's work, accurately identify it with a proper

citation and "quotation marks." Using homework help sites, copying answers from the Internet, or a colleague in any exam is considered cheating.

Plagiarism or cheating on assignments/deliverables, tests, and exams will result in an "F" (0 points) on the assignments/deliverables, tests, or exams, very likely resulting in a lower or possibly a failing final grade in the course. No retakes are allowed. In the case where the cheating or plagiarism was premeditated/planned, students may receive an "F" for the course and will be reported to the Dean of Students office.

Generative Artificial Intelligence (GenAI)

As we will discuss at large, Generative Artificial Intelligence (GenAI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. In this course, we will work together to understand how GenAI is and will impact the managers and social entrepreneurs' role and prepare you for that³.

This policy governs all such tools, including those released during our semester together. You may use generative AI tools in this course as indicated by me. As you use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used and briefly describe how you used the tool in an **appendix** for the assignment. Be sure to include what tool/version you used and include a screenshot of your full prompts; first output and highlight changes you made from AI outputs to prepare your final submission. Students that don't submit this information will receive a zero in the assignment. I will run a GenAI workshop in the second week of the semester so please review those slides thought out the semester to fully understand the process and my expectations. GenAI is here to stay and I want you to develop and strength your digital skills.

Please remember that AI tools are typically trained on limited datasets that may be outdated. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.

Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate, incomplete, erroneous or biased content. It is your responsibility—not the tool's—to ensure the quality, integrity, and accuracy of the work you submit in any college course.

If you use generative AI tools to complete assignments in this course in ways that I have not explicitly authorized, I will apply our Academic Integrity policies as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data.

You can find more information here

<https://www.csuci.edu/student-support/student-conduct/academic-dishonesty.htm>

³ Note: The GenAI policy included here was partially created using the Pepperdine AI Syllabus Statement Decision Tree available here https://courses.pepperdine.edu/access/content/user/cheard/Twine/Generative_AI_Syllabus_Statement.html

Please act with integrity for the sake of both your personal character and your academic record. If my expectations regarding academic dishonesty in this course are not clear, please let's talk in class.

Disability Statement

If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. You can [apply for DASS services here](#). Faculty, students, and DASS will work together regarding classroom accommodations. Please discuss approved accommodations with me ASAP!

Digitally Accessible Course Materials--ALLY

CSUCI is committed to providing you with the best learning experience possible. With this goal, we have activated ALLY in your CI Learn courses. ALLY is a product that focuses on making digital course content more accessible to all students. You will now be able to [download most course files in the format that fits best with your learning needs](#); PDF, HTML, EPUB, and Audio files are now available for most content items. To learn more about the formats available as well as what each format offers, visit [Ally Support](#). Should you have any questions or experience issues while using ALLY, please contact [Shared Services Solution Center](#) at (805) 437-8552.

Civil Discourse Statement

All students, staff, and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on CI Learn) respects the rights of others to "engage in informed discourse and express a diversity of opinions freely and in a civil manner" (language from Academic Senate [Resolution SR 16-01](#), Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action. Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.

Emergency Intervention and Basic Needs

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals, or experiencing homelessness/housing insecurity (e.g., sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries, and basic necessities for current CI students. For additional assistance, please contact the Dean of Students Office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up-to-date information on the Basic Needs Program.

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867, and can be reached at 805-437-2088 (select option two on voicemail for 24/7 crisis support); students can also email CAPS at caps@csuci.edu or visit the CAPS website.

Title IX and Inclusion

Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSUCI prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating, domestic violence, and stalking. For more information regarding CSUCI's commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit the Title IX webpage.

Preferred Pronouns

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in myCI Student Center. Visit, <https://www.csuci.edu/registrar/preferred-name.htm> for instructions.

Class Recording Policy

Students may not record (audio or video) in this class except in accordance with approved ADA accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

Student Registration

You are encouraged to register for your next semester's classes as soon as your registration window opens. This will help to secure your seat in any classes you may need to complete your degree. You are NOT required to pay tuition on the same day that you register for those classes.

Payment deadline information is updated regularly and is provided [HERE](#).

Degree Planning

During Week 3 of classes of each semester, you are asked to update your information in the degree planner. The degree planner is a useful tool to help you stay on track toward achieving your goal of graduation. Students can learn how to update the degree planner using information provided [here](#).

Business Program Advising Website

There are two types of class advising at CI, academic advising and major/minor advising.

1. The **Academic Advising** department of CI helps students from all majors choose general education (GE) and other non-business classes. Please make an appointment with them to ask about GE and other non-business classes.

2. The **business major/minor advisor** helps you pick business classes. Dr. Cooper (Associate Professor of Management, MVS Hall) can help you:

- check whether you are on schedule to graduate
- plan which classes to take each semester
- decide whether you want to declare an option in the business major
- plan which classes to take while studying abroad
- answer any other questions about the business major or minor

Check this site for additional information related to the Business Program
<https://business.csuci.edu/businessadvising.htm>

Disclaimer

The information contained in this syllabus, other than the mandated by the University, may be subject to change with advance notice.

Final Thoughts

This class and all that we strive to accomplish are about you and for you! The class is the safest laboratory that you will experience in your career. Make the most out of it! Work hard and have fun! Thank you for choosing this class. I am looking forward to working with you.

"Inspiration exists, but it has to find you working."
 Pablo Picasso

"If you do the work, you get rewarded. There are no shortcuts in life"
 Michael Jordan

