



## CSUCI - BUS 499: CAPSTONE

### Course Syllabus



<b>Instructor:</b>	Maria Ballesteros-Sola, DBA, MBA, LLB, Fulbright Scholar
<b>Class Meetings:</b>	Wednesday 9:00 am – 11:50 am
<b>Our Office:</b>	Sage Hall 2153
<b>Students' Hours:</b>	Wednesday 8:00 – 9:00 am or online via ZOOM by app.
<b>E-mail:</b>	<a href="mailto:maria.ballesteros-sola@csuci.edu">maria.ballesteros-sola@csuci.edu</a>
<b>Zoom Room:</b>	mariaballesteros

*"I hear, and I forget. I see, and I remember.  
I do, and I understand"*  
Asian proverb

### Course Overview

This is a required upper division course for the Bachelor of Science in Business. The course is a culminating experience for business students that aim to integrate key concepts from previous business courses. Students are required to develop comprehensive approaches to complex business situations. Students analyze cases and make their own business decisions via an intensive simulation experience. It is essential for students to understand the interrelated nature of all business sub-disciplines. Also, through intensive group activities, students gain an appreciation of working in teams for a common goal.

### Business Program Learning Goals

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

### Student Learning Outcomes (SLO's) for this course

After the course, the students who successfully complete it should be able to<sup>1</sup>:

1. Analyze the various business and corporate strategies available to organizations. (1,5)
2. Make and implement business decisions via a simulation exercise. (1,5,6)
3. Produce and present business analyses orally and in writing. (1,2,3,5,6)
4. Create effective business planning and clearly describe strategies, goal, and objectives. (1,2,3,5,6)
5. Summarize orally and in writing the performance of businesses. (2,3,5,6)
6. Develop skills for career exploration and success. (1,2,3,5,6)

Other critical course objectives are team building, focused and precise business writing, public speaking and presentation skills, and proficiency in Microsoft PowerPoint, Excel, and Word, as well as in some web-based critical tools such as Google Docs and Google Presentations.

Students will also have the opportunity to reflect on future business career paths.

These objectives will be achieved through a mix of mini-lectures, interactive activities, case discussions, a field trip, writing assignments, guest speakers and a term simulation game.

The class follows an active hands-on approach to learning. In-class time will be used for collaborative and interactive activities – not your traditional 3 hour-lecture from the professor.

### Course Topics

Using a simulation game and business case analysis, the course demonstrates the integration of marketing, production, operations, finance, economics and human resource management to create sustained competitive advantage. As a major focus of the course, students work in teams to identify and resolve problems, and implement plans.

The course uses a web-based business simulation to provide students with an experience in business-decision making under uncertainty. Students form teams to develop and implement strategies to operate an ongoing firm in an international environment. Each firm competes in a consumer good industry against several other firms. Students are responsible for

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<sup>1</sup> Aligns with Program Learning Goals for the numbers indicated between brackets.

decisions related to product price, quality, production, aggregate planning, marketing, and financing.

Students are expected to utilize knowledge and skills gained in the business core courses and to apply the appropriate techniques and tools. During the semester, students will be dealing with issues related to, but not limited to, the following:

Management: Planning, organization, motivation, team dynamics, and communication. Role of Corporate Social Responsibility (CSR).

Marketing: Product, promotion, distribution, pricing strategies and analysis of the marketing/industry environment.

Operations: Aggregate planning, production capacity, inventory management and quality control.

Finance: Application and interpretation of financial data. Financial ratios analysis, financial statements, and financial planning.

Economic & Statistics: Statistical analysis and quantitative forecasting methods including industry- and macro-environment factors.

Information Systems: Forecasting and financial simulation models.

### Required materials

- **“Strategic Management and Competitive Advantage”** by Barney & Hesterly, 5<sup>th</sup> Edition (Pearson). Different formats available. Check online for the cheapest options. There are two copies in Reserve at the Library under my name– check at the front desk.
  - <https://reserves.calstate.edu/channel/>
- **The Business Strategy Game: A Global Simulation** <http://www.bsg-online.com>. All students must purchase an individual pass (\$44.95) after they receive a unique code in the first day of class.

Additional cases, readings as posted on CI Learn and handed out in the classroom.

### Optional Readings & Resources<sup>2</sup>

- Periodicals & local newspapers (Pacific Business Time, LA Times, Harvard Business Review, Financial Times Entrepreneur, etc.)

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<sup>2</sup> Note: I am always expanding this list so please share any resource that you love.

- Boston Consulting Group Perspectives (@bgcperspectives)
- McKinsey Quarterly (@McKQuarterly)
- Radio XM: Business Radio powered by the Wharton School – I love it!
- Harvard Business Review Today - great podcast series.
- Seekingalpha.com

**Prerequisites:** All Lower Division 21 units and other Upper Division 33 units required courses in the Business Major.

## Grading

<b>Course Components</b>		
Business Strategy Game (BSG) Simulation - TEAM		310
<i>Overall Team performance on 5 scoring measures</i>	210	
<i>BSG Online Quiz 1</i>	15	
<i>BSG Online Quiz 2</i>	20	
<i>Self-Peer Evaluation scores of co-manager – (Midterm 10+ Final 40)</i>	50	
<i>Three Year Strategic Plan</i>	15	
<i>Final BSG Presentation - TEAM</i>		50
Financial Ratios Analysis - INDIVIDUAL		15
Industry Analysis (draft 20 + final 40) - Turnitin - TEAM		60
Company Analysis –Turnitin - INDIVIDUAL		50
In-class Midterm exam – INDIVIDUAL		100
In-class Final exam– INDIVIDUAL		175
Weekly News Link – IN PAIRS		20
Case Analysis – INDIVIDUAL c25 X 4		100
Attendance – INDIVIDUAL		50
Participation - INDIVIDUAL		25
Reading Summaries– INDIVIDUAL		25
LinkedIn Profile & Social Selling Index (SSI) growth		20
Part A	10	
Part B	10	
<b>TOTAL</b>		<b>1000</b>

The final grade will be calculated on the weighted value of all components. Final grades will be given on the basis of 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
B+: 899-880	B: 879-830	B-: 829-800
C+: 799-780	C: 779-730	C-: 729-700
D: 699-600	F: <600	

## 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, or assignment changes from your classmates or from CI Learn. Please check first with them and review the UNIT materials on Canvas before asking me what you missed. Once you have reviewed all those materials please don't hesitate to ask me any question you may have.

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.

Students are expected to arrive to class on time. **Three late arrivals will count as one undocumented absence.**

## Class Participation

You are expected to come to class with the assigned readings completed 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 participation<sup>3</sup> provides the opportunity to practice speaking and

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<sup>3</sup> 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.

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; 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: 25 points**

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; 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 discussion would be diminished. **Grade: 20 points**

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, 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 would be diminished somewhat. **Grade: 15 points**

**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 discussion would not be changed. **Grade: 5 points**

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; 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: 0 point**

I understand that we all have different threshold for public speaking. If you are uncomfortable speaking in public come to see me and let's work on an individual plan for your own class participation. It is all about personal growth.

## Reading Summaries

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Being prepared for class is a critical factor in your learning. As part of the class participation, you will submit a weekly written summary (paragraphs or bullet points) of the assigned readings no longer than 250 words/1 page. In order to submit your reading summaries, you have to create a Google Doc ONLY ONCE at the beginning of the semester with this title and headings:

**BUS499 Spring 2020 Reading Summaries – Your name & last name**

**UNIT 1: Title of the unit – Chapter 1 – Week 1**

**UNIT 2: Title of the unit – Chapter 2 – Week 1**

Etc.

And then, share it with me via CI Learn under the **Summaries Assignments** only ONCE at the beginning of the semester. Summaries will be submitted weekly on your Google Doc before the beginning of the following week class. I will not assign the final grade for the summaries until the end of the semester but I will keep an eye and make comments on them.

There are **10 Learning Units** in the course with assigned readings so you will be awarded **25 points if you write at least nine summaries out of the ten due**. Pass or fail, no partial credit. All readings assigned need to be summarized. You can use full paragraphs or bullet points; whatever helps you to remember and prepare those chapters for the midterm and final exam.

**No late submission.** If you miss a week, write an entry: "I didn't write the summaries"

**Work due/ Late Policy**

BSG Decision Round dates are **fixed** and no late submissions will be accepted. Your team must input the decisions by 11:59 pm on the due dates.

Written assignments will be uploaded to CI Learn before 11.59 pm the day before class.

If you are not attending class be sure to submit BSG inputs into BSG website or assignments via CI Learn **prior to the class**. No exceptions. **Late assignments are not accepted** unless you have an emergency that it is documented. **Please don't send me an email with the assignment attached.**

**Exams & Quizzes**



The Mid-Term will serve as a checkup of your progress. Also, it will give you an idea of what to expect on the Final. The format will be a mix of multiple choice questions, topic questions, and mini-case analysis. No make-up exams will be given.

There are two scheduled online “open-book” quizzes related to the BSG Simulation.

[QUIZ 1](#): All questions are drawn directly from the Player’s Guide so you must be sure to read and understand the Guide before taking the test.

[QUIZ 2](#): It tests students understanding of the Industry Report and Competitive Intelligence Report provided after each Decision Round. It also tests student grasp of the different strategic options available.

Additional quizzes on the assigned readings may be given randomly through the semester with or without notice. If you do not come to class that day your score will be 0. No make-up exams.

### **News Link**

Every week, two students will team up and present a relevant/current business article (five minutes max.). Students will share the specifics, but more importantly, they will establish the connection with the week’s class topic. Students need to submit the link to the article into the Google Doc linked in CI Learn.

### **Business Game Simulation**

In the Business Strategy Game (BSG), class members are divided into teams and assigned to run an athletic footwear company in head-to-head competition against companies run by other class members. Companies compete in a global market arena, selling branded and private-label athletic footwear in four geographic regions—Europe-Africa, North America, Asia-Pacific, and Latin America.

The computer simulation game allows students to apply previously learned concepts, skills, and techniques in an internationally competitive and goal-oriented environment. Successful management of a firm requires a balanced emphasis on all functional areas. The game is a dynamic-interactive simulation. The effectiveness of team decisions rests both on the theoretical correctness of each simulated yearly decision and on the competitive decisions of other teams.

Team Size: Teams will be self-formed of 5 students (co-managers) per team. Try to get a good balance of backgrounds and skill sets amongst your teammates. You will review and grade your teammates' contributions. I expect the students to work hard on the project, but also to have fun.

I will expect an email from a representative of each team letting me know who is on the team. You will need to pick a name for your team that won't change during the semester. When a student from the team communicates with me for general questions, be sure to copy the rest of the team members so we can keep everyone in the loop.

The project should be also 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
- running effective meetings
- developing leadership skills
- using effective feedback
- speaking in public (*special focus during the semester*)
- writing effectively

### Final Presentation

The team will deliver a final BSG Company Presentation in front of the class on the day assigned. The oral presentation should not be longer than 15 minutes. All team members are expected to speak in the presentation. After the presentation, a 5-minute Q&A will be opened. No notes allowed during the presentation.

All students will evaluate each team's presentation using the rubric provided by the professor.

### Peer Evaluation

Each co-manager in the team will complete the BSG Peer Review (12 questions) online for each team member and also a self-evaluation (using the same form). 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, knowledge of company's operations, availability, dependability to get their work completed on time, leadership, etc. The answers are scored and recorded in the BSG online grade book; the peer evaluation grades range up to 100 points and weight a 10% of the BSG game total grade.

### **Social Selling Index – LinkedIn**

As you start exploring professional options after graduation it is important to build and strength your **Professional Digital Identity**. LinkedIn is still the preferred professional social network. The goal of this assignment is to help you establish a LinkedIn presence and to strengthen it. For this purpose, we will be working with the LinkedIn Social Selling Index (SSI).

SSI measures how effective you are in establishing your professional brand, finding the right people, engaging with insights, and building relationships. It is updated daily.

This semester-long assignment requires to first create a LinkedIn profile if you still don't have one. During the semester, you will grow your contacts and expand your LinkedIn online activity. Full assignment description can be found on CI Learn. You can find more information on SSI here.

<https://business.linkedin.com/sales-solutions/blog/g/get-your-score-linkedin-makes-the-social-selling-index-available-for-everyone>

## Case Analysis

*“A case is a detailed narrative or description of a real issue, decision or dilemma faced by real people and/or real organization. The case requires the reader to step figuratively into the position of a particular decision maker.”<sup>4</sup>*

You will write a case analysis addressing a list of specific questions in preparation for the class discussion. The case must be submitted on CI Learn the day before the class discussion. Be sure to answer each question separately. Do not write a generic “essay” about the case. Doing the analysis will help you to prepare for the in-class discussions.

## Guest Speakers

In order to achieve the objectives outlined early in the Syllabus, I have invited several accomplished speakers who will share their business acumen and experience in different industries.

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

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<sup>4</sup> Beal, MacMillan, Woodmark, and Scharr (2016): The Case Project Guide. (p. 11)

**TENTATIVE SCHEDULE<sup>5</sup>**

#	DAY	SUBJECT AREA	REQUIRED READING	ASSIGNMENT/ DELIVERABLE	OTHER ACTIVITIES/ READINGS
1	01/29	Intro & Course Overview <b>UNIT 1:</b> "What is Strategy and the Strategic Management Process"	Ch.1 BSG Player's Guide	Student ID pictures and info card (in class)	Ice-breaker Intro to BSG & Enroll Create teams
2	02/05	<b>UNIT 2:</b> Evaluating the External Environment	Ch. 2 BSG Player's Guide	Final day to bring info card SSI Part A: LinkedIn Profile Take BSG online Quiz 1 before 02/04 11:59 Quiz 1 available Financial Ratios Spreadsheet	News Link
3	02/12	<b>UNIT 3:</b> Evaluating a Firm's Internal Capabilities	Ch. 3 "Analyzing Cases" p. 343-46	BSG: First practice (Year 11) round - due on 02/11 11.59 pm Case 1 Write Up	News Link
4	02/19	<b>CLA TEST</b> BROOME LIBRARY		Second practice (Year 12) round BSG - due on 02/18 11.59 pm Industry Analysis 1 <sup>st</sup> Draft	News Link  <b>BSG reset on 02/21</b>
5	02/26	<b>UNIT 4:</b> Business Level Strategies: Cost Leadership	Ch. 4	Written Case Analysis Year 11 Decision Round-due 02/25 11.59 pm	News Link Case Discussion
6	03/04	<b>UNIT 5:</b> Business Level Strategies: Product Differentiation	Ch. 5	Year 12 Decision Round-due 03/03 11.59 pm Case 2 Write Up	News Link Case Discussion
7	03/11	<b>MIDTERM</b>  <b>UNIT 6:</b> Corporate Strategies: Vertical Integration	Ch. 6	Year 13 Decision Round-due 03/10 11.59 pm	News Link Case Discussion
8	03/18	<b>FIELD TRIP</b> – FaThomWerx (Port Hueneme) Industry Analysis Final Draft & Individual Company Analysis Mid-Game Peer Evaluation due on the 22 <sup>nd</sup>			
	03/25	<b>SPRING BREAK</b>			
9	04/01	<b>UNIT 7:</b> Corporate Strategies: Corporate Diversification	Ch. 7 & 8	Year 14 Decision Round-due 03/31 11.59 pm – Notice it is Cesar Chavez Day Online Quiz 2 available	News Link
10	04/08	<b>UNIT 8:</b> Corporate Strategies: Strategic Alliances	Ch. 9	Case 2 Write Up Quiz 2 due 04/07 11.59 pm online Due 04/07 11.59 pm: <ul style="list-style-type: none"> <li>Year 15 Decision Round</li> <li>3-Year Strategic Plan due</li> </ul>	News Link
11	04/15	<b>BAT TEST</b> in class		Year 16 Decision Round-due 04/14 11.59 pm	
12	04/22	<b>UNIT 9:</b> Corporate Strategies: Mergers & Acquisitions	Ch. 10	Case 3 Write Up Year 17 Decision Round-due 04/21 11.59 pm	News Link Case Discussion

<sup>5</sup> This schedule of readings/assignments is subject to change **with** notice.

13	04/29	<b>UNIT 10:</b> Corporate Strategies: International Strategies	Ch. 11	Year 18 Decision Round-due 04/28 11.59 pm	News Link Documentary Guest speaker
14	05/06	<b>UNIT 10:</b> Corporate Strategies: International Strategies (II)		Case 4 Write Up Year 19 Decision Round-due 05/05 SSI Part B: LinkedIn Profile Peer review due available	News Link Prep. Time
15	05/13	<b>BSG:</b> Oral Company Presentations. Peer evaluation due. Review for final exam.			
16	05/20	<b>FINAL EXAM</b>			

## In- Class Screens Protocol

Cell phones and pagers are allowed in class only when they are silent/vibrate. If you need to answer an urgent call please leave the room. If your cell phone disturbs any part of the class you will be asked to leave the class and lose any points associated with that day. No exceptions.

Laptops are not allowed in the class unless you are using it to take class notes or to complete any of the assigned in-class exercises. No exceptions.

## Writing Standards

The standard of writing is that of an upper 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. Poor writing will count against your assignments' grade. References/Bibliographies and writing must be APA style. **I do not accept handwritten assignments.** Please, review this brief guide <https://www.csuci.edu/writing-ci/guide/business-and-economics.htm>

## CLA Testing

*The Collegiate Learning Assessment (CLA+) is a performance-based assessment that provides a measure of an institution's contribution to the development of critical thinking and writing skills of its students. CLA+ uses a Performance Task and a series of Selected-Response Questions to measure higher-order skills.*

*While CLA+ allows schools to benchmark how much progress their students have made relative to the progress of similar students at other colleges, it also provides useful feedback to individual test-takers.*

*The principal goal of CLA+ is to assist faculty, administrators and students in improving teaching and learning. CLA+ tasks are designed to assess students' critical-thinking and written communication skills.*

*These skills include scientific and quantitative reasoning, analytic reasoning and evaluation of information, problem-solving, writing effectiveness and writing mechanics. These skills are necessary, not only for success in college and other aspects of life outside the classroom. No prior knowledge of any particular field is necessary in order to perform well.*

Source: [https://cae.org/images/uploads/pdf/CLA\\_Student\\_Guide\\_Institution.pdf](https://cae.org/images/uploads/pdf/CLA_Student_Guide_Institution.pdf))

### 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 may 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](#), also in the CI Catalog.

Specifically, plagiarism or cheating on test and exams will result in an "F" (0 points) on the test or exams, very likely resulting in a lower or possibly a failing final grade in the course. No retakes. Plagiarism on homework or other course deliverables will result in a 0-point grade for that assignment. In the case where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course.

The Internet is a great 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.

I encourage you to review this [UC Davis guide](#) to learn to distinguish between collaboration and plagiarism: *a and our CSUCI guide for faculty and students (see especially pp. 3-4 on "Strategies to Prevent Academic Dishonesty")*.

Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

### 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 the best learning experience possible. With this goal, we have activated ALLY in your Canvas 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 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.

### **Campus Tutoring Services**

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, go to: <http://go.csuci.edu/tutoring>.

### **Civil Discourse**

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 Canvas) 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 at CI: <https://www.csuci.edu/basicneeds/>.

### **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 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at [caps@csuci.edu](mailto:caps@csuci.edu) or visit our website at <https://www.csuci.edu/caps>.

### **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. CSU Channel Islands 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 and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit <https://www.csuci.edu/titleix/>.

### **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.

## Business Program Advising Website

There are two types of class advising at CI, academic advising and major/minor advising. As you are now taking your capstone class you may not need their help anymore but I thought I share, just in case.

1. The **Academic Advising** (<https://www.csuci.edu/academics/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 **major/minor advisors** help you pick business classes. There are two business major/minor advisors who specialize in helping you choose classes for your business major or business minor. They 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

The two-business major/minor advisors are:

- Dylan Cooper <https://calendly.com/dylan-ci/office-hours>
- Minder Chen [minder.chen@csuci.edu](mailto:minder.chen@csuci.edu)

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