



SAM HOUSTON STATE UNIVERSITY
COLLEGE OF BUSINESS ADMINISTRATION
COURSE SYLLABUS
BUAD3345 – ENTREPRENEURSHIP I – CREATIVITY, INNOVATION, STARTUP
FALL 2017

This is an introductory course focusing on how to take an idea and develop it into a business. Topics include an overview of theories of entrepreneurship, the process of creating wealth, public policies that encourage new venture formation and economic growth, self-evaluation of entrepreneurial potential, researching and selecting the best general area of business, selecting the best specific opportunity, planning the business, developing the marketing and financial/cash flow plans, developing appropriate legal, personnel, accounting, and administrative plans, developing organization charts, policies, procedures, and job descriptions, purchasing an existing business, and opening for business. The course includes preparation of a strategic plan, marketing plan, financing plan, and organizational plan for a hypothetical business. Upon completion of this course, students will receive a certificate in Starting a Business from My Own Business Institute, University of Santa Clara, California. Credit 3 hours.

SECTION(S): BUAD 3345.01 (CRN 82200) TuTh 08:30-09:30 am SHB 306
PREREQUISITES: None
INSTRUCTOR: Robert (Chip) Matthews, J.D./Attorney at Law, M.Acctg./C.P.A.
OFFICE: SHB 200-F
PHONE: Office: 936-294-4632
Cell: 713-828-8803 (emergencies only)
Fax: 936-448-1639
EMAIL: SHSU: rbm003@shsu.edu
Alternate: rcmatt13@yahoo.com (emergencies only)
HOURS: Office: TuTh 11:00am-12:30pm, We 10:00am-2:00 pm, and by appointment
Classes: TuTh 8:00am-10:50am, TuTh 12:30pm-3:20 pm

The most efficient and convenient means to contact me, ask questions, or schedule an appointment is via email to SHSU address. **I will try to respond to emails within 24 hours; if I have not responded within 48 hours, please follow up.** I check my voicemail less frequently and if you call, I will call you back as soon as possible. Please just remember to leave me your return phone number.
I will communicate with you in group forums, via email, and via BlackBoard. **You are responsible for knowing any and all information disseminated by any of those methods.** Any information emailed to you or posted on BlackBoard will be considered as delivered as of the time that it is emailed or posted. We will utilize BlackBoard heavily in this course, including the online wiki and group communication and collaboration features. If you are not familiar with these tools, taking the time to learn them will make this course a much better experience for you.

REQUIRED TEXTS

“Starting a Business,” Santa Clara University, online at courses.myownbusiness.org

SUPPLEMENTAL ITEMS

Jones and Ferrill (2006), <i>The Seven Layers of Integrity</i> , Bloomington, IN, USA: Author House. ISBN-10: 1420866842 ISBN-13: 978-1420866841	
Strunk, White, and Angell (1999), <i>The Elements of Style 4th edition</i> , Boston, MA, USA: Pearson. ISBN-10: 020530902X ISBN-13: 978-0205309023	
Blank and Dorf (2012), <i>The Startup Owner's Manual</i> , Pescadero, CA, USA: K&S Ranch Press ISBN-10: 0984999302 ISBN-13: 978-0-9849993-0-9	
Osterwalder and Pigneur (2010), <i>Business Model Generation</i> , Hoboken, NJ, USA: John Wiley & Sons ISBN-13: 978-0470-87641-1	
Osterwalder and Pigneur (2014), <i>Value Proposition Design</i> , Hoboken, NJ, USA: John Wiley & Sons ISBN-13: 978-1-118-96805-5	

"Shark Tank" television show, ABC, Friday evenings, 8 pm Central, past episodes online at http://sharetv.com/shows/the_shark_tank?utm_source=bing&utm_medium=cpc&utm_content=Ads%3A+broad&utm_term=shark%20tank&utm_campaign=shark+tank .	
Blank, Steve, "How to Build a Startup: The Lean Launchpad," Udacity, online at https://www.udacity.com/course/how-to-build-a-startup--ep245	
Small Business Administration internet web site, www.sba.gov/smallbusinessplanner/index.html	

TEACHING PHILOSOPHY

My teaching philosophy is based upon several principles:

- Recency of exposure – the more recently a student has been exposed to material, the better the recall; therefore, we will have frequent reviews.
- Repetition – the more times a student has been exposed to material, the better the recall; therefore we will have frequent reviews.
- Different learning approaches – different students learn in different ways – this course incorporates reading, lectures, tests, and application projects to present the material in as many different ways as possible
- Work hard and play hard – tests, in particular, are difficult, but participation and projects provide the opportunity to make up points; overall, the effort is made to make classes fun and entertaining

COURSE BACKGROUND

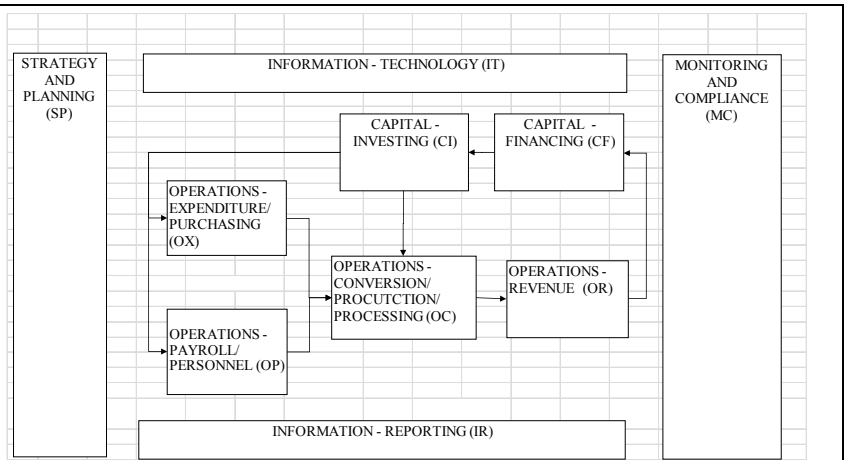
This is the introductory course in the Entrepreneurship program at Sam Houston State University. It is a required course for Entrepreneurship majors and minors. Entrepreneurship is the driving force behind any free market economy. The ability of individuals to dream and imagine, to take risks to turn those dreams and images into reality, and to earn a reward for innovation and risk-taking in the form of profits from successful ventures, is what has historically driven a growing economy and superior economic well-being for citizens of the United States of America.

Despite entrepreneurship's importance to our economic well-being, the key drivers of entrepreneurial success have not been well understood. Entrepreneurship education did not begin until after World War II, with a course taught by Peter Drucker at New York University. The academic approach to entrepreneurship historically rested on two interrelated assumptions that have proved to be false. The first was that entrepreneurial ventures were simply smaller versions of large companies, and could be managed the same way, and the second was that success or failure of such ventures depended on some unique innate characteristic of the entrepreneur himself/herself. The focus was therefore not on the process of entrepreneurship, but on the personalities of successful entrepreneurs. The implication was that if you didn't have the "right" personality, then you couldn't be a successful entrepreneur, so why try to teach entrepreneurship? To the extent that entrepreneurship was taught, teaching focused on how to prepare a thorough and detailed business plan, neglecting that the most thoroughly planned economies of recent vintage—the Communist countries—have failed.

Today we know better.

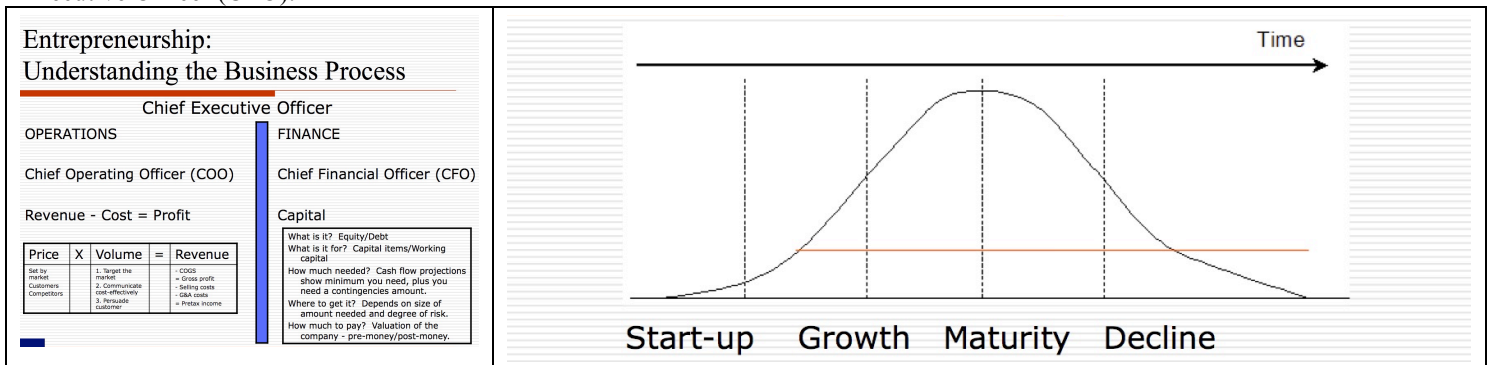
- There is no one entrepreneurial personality. Mattress Mac is not Bill Gates. There are entrepreneurial traits—risk appetite, unselfishness, individuality, focus, and intensity—but there are as many different entrepreneurial opportunities as there are personalities. Anyone with guts, brains, and capital (or a way to acquire them) can succeed as an entrepreneur in the right opportunity. The entrepreneur needs not to focus on becoming someone that s/he is not, but rather to focus on finding and selecting the opportunity that best fits who s/he is, and making that work.
- Startups are not simply smaller versions of larger companies, and cannot be managed the same way. They are uniquely different enterprises, and entrepreneurial management requires some different skills, and some common skills to be used in different ways, compared to traditional large company management. Large corporate management focuses on execution; startups must focus on search—for the right product or service, for the right opportunity, for the right target market, for the right customer development approach, for the right organization and structure, for the right approach to growth, and for the right exit plan. There are few absolute requirements to be a successful entrepreneur—guts, brains, and capital (or the ability to raise capital). Therefore we teach an approach that focuses first upon assessing your own skills, experience, likes, and dislikes, and then finding the opportunity that best fits you, rather than trying to force a square peg into a round hole, and second upon learning how to apply the skills that you have learned in finance, accounting, marketing, management, and other courses to handle the unique challenges posed by an entrepreneurial venture.

In visualizing this process, an image that may be useful comes from the old Asian poem about six blind men who went to see an elephant. Each grabbed a different part—one the tusk, one the trunk, one the ear, one the tail, and so forth—and because none of them could see the entire elephant, they each had a totally different idea of what an elephant was, and they proceeded to argue intensely. Think of this course as taking what you have learned in your various business courses—accounting might be the tusk, marketing the trunk, management the ear—and putting it all together in order to see the elephant. The elephant is the business as a whole, with the components as the body parts.



Entrepreneurial management is somewhat different from both traditional large company management and small business management. The three approaches to management occupy different positions in the entrepreneurial life cycle. Traditional management focuses on the maturity stage. Entrepreneurial management and small business management both focus on the start-up phase. The difference between entrepreneurial management and small business management is that entrepreneurial management also focuses on the growth phase, whereas small business management does not.

Managing the elephant means managing the whole business process, operations and finance, from the perspective of the Chief Executive Officer (CEO):



This course explores the entrepreneurial process in detail.

NOTE

My 30 years of experience in the business community has led me to believe that universities do a poor job of preparing students for the “real world” in the following areas:

- *Working together with others in a group*
- *Verbal expression and presentations*
- *Written expression*
- *Thinking outside the box*
- *Understanding and applying ethics*

This course is specifically and intentionally designed to address each of those areas.

COURSE OBJECTIVES:

Upon completion of this course, students will be expected to:

- Work as a team to prepare a plan for a proposed business
- Understand identify ethical issues and how ethical issues impact decision-making.
- Develop analytical and critical thinking processes through application of legal concepts to resolve legal disputes.
- Understand and apply the Ten Steps to Entrepreneurial Success, as listed in the following table:

OBJECTIVE/TOPIC	TYPE	SOURCE	HOURS
OBJECTIVE: Learn fundamental principles, generalizations or theories			
OBJECTIVE: Learn skills and practices commonly used by professionals in the field of entrepreneurship			
• Ethics for entrepreneurs	General Knowledge	Chapter 2, Seven Levels of Integrity	3.0
• The Ten Steps to Entrepreneurial Success	“	PowerPoint Slides	3.0
• Step 1 – Assess your intellectual capital	“	“	3.0
• Step 2 – Develop your creativity, innovation, and industry knowledge	“	“	3.0
• Step 3 – Select the right opportunity	“	MOBI Sessions 1 and 3	3.0
• Step 4 – Plan for success, including business plan, SWOT analysis, FOCUS strategic planning methodology, and Business Model Canvas	“	MOBI Session 2	3.0
• Step 5 – Develop an entrepreneurial marketing system	“	MOBI Sessions 8, 12, and 13	3.0
• Step 6 – Control costs, including developing and using financial forecasts and budgets to measure financial performance	“	MOBI Session 11	3.0
• Step 7 – Convert profits to cash flow	“	MOBI Session 4	3.0
• Step 8 – Manage risks—legal, administrative, personnel—including policies and procedures, job descriptions, and information technology.	“	MOBI Sessions 5, 6, 7, 10, and 14	3.0
• Step 9 – Grow the business profitably	“	MOBI Sessions 15 and 9	3.0
• Step 10 – Harvest value with an exit plan	“	PowerPoint Slides	3.0
• Corporate Entrepreneurship	“	“	3.0
• Social Entrepreneurship	“	“	3.0
• International Entrepreneurship/Policies to Encourage Entrepreneurs	“	“	3.0
OBJECTIVE: Learn to apply course material (to improve thinking, problem solving, and decision making)		Team Assignments	
OBJECTIVE: Learn to analyze and evaluate critically ideas, arguments, and points of view		“	
OBJECTIVE: Learn to work together as a member of a team.		“	
• Complete group projects on ethics and application of knowledge		BlackBoard	
TOTAL CLASS HOURS			45.0

A tentative class schedule is attached as Attachment 1.

ASSIGNMENTS AND GRADING POLICY

Grades will be determined as follows:

A	89.5-100 points	Grading will be based on the following:	
B	79.5-89.4 points		
C	69.5-79.4 points		
D	59.5-69.4 points		
F	Below 59.5 points		
		Projects	50%
		Exams (midterm & final)	25%
		Participation	<u>25%</u>
		TOTAL	<u>100%</u>

During the semester, students will complete the following graded assignments:

Projects – To apply concepts learned in class, eight group projects (simulating starting a proposed business) including final notebook;

Exams – 1) individual intellectual assessment project, 2) open-book mid-term exam, 3) Santa Clara/MOBI Starting a Business course at courses.myownbusiness.org; sign up for the special SHSU section, and upon satisfactory completion of this part, you will receive a certificate in starting a business from Santa Clara University, CA. 4) alternative of group Shark Tank presentation or closed-book comprehensive final

Participation – Quizzes covering the materials covered in class, class attendance, and participation in class discussions.

GRADING POLICY IS SUBJECT TO CHANGES THAT WILL BE ANNOUNCED IN CLASS AND/OR ON BLACKBOARD.

CAVEAT

The professor reserves the right to waive any of the policies and procedures in this syllabus in isolated cases, for what he believes to be good reason, based upon specific facts and circumstances. Waiver of a particular policy or procedure in one case does NOT mean or imply either:

- *That other policies and procedures will be waived; or*
- *That the same policy or procedure will be waived in any other case or cases*

ABSENCES FOR RELIGIOUS HOLY DAYS AND OFFICIAL UNIVERSITY FUNCTIONS

Students who are absent from class for (1) observance of a religious holy day, or (2) participation in an official university event (athletic events, competitions, conventions, seminars) will be allowed to take an examination or complete an assignment scheduled for that day within one (1) week of returning to class. The student, not later than the 15th calendar day after the first day of the semester, must notify the instructor of each scheduled class day that he/she would be absent for such purposes.

HANDICAPPED STUDENT POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic, Student Life program or activity. Handicapped students may request academic assistance when needed from a Committee for Continuing Academic Assistance for Disabled Students by visiting the Director of the Counseling Center in the Lee Drain Building Annex, or by calling ext. 1720.

ATTENDANCE POLICY

Attendance is expected as is stated in the latest Sam Houston State University catalog. The following specific provisions apply to this particular class only:

- Lateness Rule - Attend every class that you can, even if you are late. The intent is to encourage you to come to class. Frequent or repeated tardiness may result in penalty.
- Makeup Tests - There will be 3 or 4 tests during the semester, some or all of which may be unscheduled. Your lowest test score will be dropped. There will be no makeup tests.
- Excused Absences - There are no excused absences except for attendance at official university functions. You are either present or absent. If you advise in advance of days that you will be required to miss, I will make reasonable efforts to accommodate you, but there are no guarantees.
- Sign-in Sheet - Attendance will be taken via a sign-up sheet. It is not a seating chart. You may not sign in for another student who is not present. If you are late to a class, you may sign in after class.

CLASS RULES AND POLICIES

You can find a more detailed description of university policies in the current SHSU catalog. In order to facilitate a positive classroom environment, please observe the following:

- University regulations prohibit smoking, food or drink in the classroom.
- Class will start promptly at the assigned time.

BASIC GUIDANCE

You should care enough about yourself to do what you need to do to make the best grade possible in this course; if you don't, then the least you can do is to care enough about your classmates not to interfere with their opportunity to do so.

If you have concerns about this class, please come by to talk with me first. If you are not satisfied with our discussion, then I will gladly go with you to the next level of administration.

The following topics will be handled in accordance with the indicated policy numbers in the Student Policy Manual, which are incorporated herein by reference:

Policy Title	Policy Number	Year Revised
Academic Grievance Procedures for Students	900823	2006
Admission Standards for Undergraduate Students	840502	2015
Class Attendance	800401	2015
Students with Disabilities/Challenges	811006	2014
Enrollment and Facilities Use Policy	030603	Original
Graduating with Honors	030325	Original
Posthumous Recognition of Students	830824	2005
Academic Honesty and Procedures in Cases of Academic Dishonesty	810213	2006
Reproducing of Hard Copy Student Academic Records from Computer Data Bank	830823	2005
Religious Holy Days and Student Absences on Such Days	861001	2004
Student Educational Records	810806	2008
Student Resignations	990407	2007

COURSE EXPECTATIONS

The table below clarifies the minimum responsibilities of, respectively, students and the instructor in this class. Failure by students to meet with these responsibilities will diminish their educational experience, performance, and/or course grade.

STUDENT RESPONSIBILITIES	FACULTY RESPONSIBILITIES
1. Responsible for his/her own educational achievement.	1. Responsible for facilitating a classroom learning environment in which all students have an opportunity to achieve the course learning outcomes.
2. Responsible for coming to all class sessions fully prepared to participate in discussions and/or activities scheduled for the period, including reviewing all assigned readings, completing class preparation assignments, assigned homework, and/or other preparatory tasks assigned.	2. Responsible for ensuring that class preparation assignments, homework, etc., are relevant to the planned topic for the class and overall course objectives, and for communicating relevance to students if questioned.
3. Responsible for asking relevant questions about course concepts about which they are uncertain, and if such questions cannot be dealt with during the regular class period, for arranging to meet with the instructor during office hours.	3. Responsible for responding appropriately and professionally to student inquiries about course concepts, and – if required – agreeing to consult privately with students during office hours.
4. Responsible for bringing to the instructor's attention as soon as possible the presence of any special learning needs of which the instructor should be cognizant in order to properly perform his/ her professional responsibilities. If a student requires special ADA accommodations, he/she is responsible for contacting appropriate persons to discuss needs.	4. Responsible for: (a) complying with all applicable laws, regulations and SHSU policies with regard to students with academic learning challenges, and (b) taking reasonable steps to assist or counsel students in general regarding means of maximizing their educational achievement in the class.
5. Responsible for understanding the performance standards established for the course, and for accepting that such standards will be applied equally to all students in the interest of professional fairness and equity.	5. Responsible for measuring student outcome achievement against performance standards appropriate to the level of the course, and for communicating these standards and expectations to students.
6. Responsible for compliance with SHSU policies regarding academic integrity, and for accepting the consequences of violations thereof.	6. Responsible for discussing the SHSU policy regarding academic honesty, cheating, and/or plagiarism, making clear to students the reasons for the policy, and discussing standardized protocols for attribution, through citations and references, of the original work of others.

YOUR PROFESSOR

Robert (Chip) Matthews is licensed in Texas as both an attorney and a CPA. He received B.A. (Mathematics/Economics) and Master of Accounting degrees from Rice University, Houston, Texas, and a J.D. from the University of Houston Law Center, Houston, Texas. He began his professional career with a major international public accounting and consulting firm, where he became a senior auditor. Subsequently, he has been senior analyst in utility and municipal finance with an engineering and construction management firm, manager of plans and budgets with a multi-national manufacturing company, consulting senior manager with a major international public accounting and consulting firm, and sole practitioner with his own accounting and law firms. He has most recently been vice-president and shareholder in the largest privately-held consulting firm in the areas of accounting, finance, and information technology the United States, where his primary client service areas included merger and acquisition due diligence and assistance, regulatory and environmental law and accounting, utility and municipal finance, bankruptcy and turn-around advisory services, tax and business planning, commercial arbitration, and corporate governance. His clients have primarily been in the energy, public utility, government, healthcare, financial institutions, real estate, and construction industries. He has taught accounting, law, and business administration at the university level. He is a retired Commander, U.S. Naval Reserve, and his leisure interests include sports, travel, and music.

Attachment 1 – Tentative Class Schedule

WK	DATES	TUESDAY	THURSDAY
1	23-25 Aug		<u>Introduction and Course Overview</u> <u>Watch Shark Tank episode</u>
2	28 Aug-01 Sep	<u>Ethics for Entrepreneurs</u>	Ten Steps to Entrepreneurial Success
3	04-08 Sep	TEAM SELECTION <u>Steve Blank, Lean Launchpad</u>	<u>Step 1 – Know Yourself</u>
4	11-15 Sep	45 Min - Individual Project Workshop 30 Min - Blank, Lean Launchpad	Step 2 – Improve Creativity, Innovation and Industry Knowledge 5 PM FRI: INDIVIDUAL PROJECT – INTELLECTUAL CAPITAL ASSESSMENT
5	18-22 Sep	45 Min - Creativity and Innovation Workshop 30 Min - Blank, Lean Launchpad	Step 3 – Select the Right Opportunity MOBI Session 1, Deciding on a Business MOBI Session 3, Home-Based Business
6	25-29 Sep	45 Min – Ethics Workshop 30 Min – Shark Tank	Step 4 – Plan for Success MOBI Session 2, The Business Plan 5 PM FRI - TEAM 1 – ETHICS CASES
7	02-06 Oct	45 Min – Business Selection Workshop 30 Min - Blank, Lean Launchpad	Step 5 – Grow Revenues With an Entrepreneurial Customer Development System – Marketing Strategy MOBI Session 13, Opening and Marketing MOBI Session 12, E-Commerce Blank, Lean Launchpad, Lesson 3 5 PM FRI: TEAM 2 – OPPORTUNITY SELECTION
8	09-13 Oct	45 Min – Strategic Plan Workshop 30 Min - Blank, Lean Launchpad	Step 5 (continued) – Grow Revenues With an Entrepreneurial Customer Development System 5 PM FRI: TEAM 3 – STRATEGIC PLAN
9	16-20 Oct	MID-TERM EXAM – Overview, Steps 1-5, and Ethics	Step 6 – Control Costs MOBI Session 11, Accounting and Cash Flow
10	23-27 Oct	45 Min – Customer Development Workshop 30 Min - Blank, Lean Launchpad	Step 7 – Convert Profits to Cash Flow MOBI Session 4, Financing the Business 5 PM FRI: TEAM 4 – CUST DEV SYSTEM
11	30 Oct-03 Nov	45 Min – Financing/Cash Flow Workshop I 30 Min – Shark Tank	Step 8 – Manage/Minimize risks MOBI Session 5, Business Organizations MOBI Session 6, Licenses and Permits MOBI Session 10, Location and Leasing Blank, Lean Launchpad, Lesson 6
12	06-10 Nov	45 Min – Financing/Cash Flow Workshop II 30 Min - Blank, Lean Launchpad	Step 8 – Manage/Minimize risks Prep for Sale/IPO MOBI Session 7, Business Insurance MOBI Session 8, Communication Tools MOBI Session 14, Managing Employees FRI: 5 PM FRI: TEAM 5 – FINANCING/CASH FLOW PLAN

WK	DATES	TUESDAY	THURSDAY
13	13-17 Nov	45 Min – Legal Plan Workshop 30 Min - Blank, Lean Launchpad	Step 9 – Grow the Business Profitably MOBI Session 15, Expanding/Handling Problems MOBI Session 9, Buying a Business/Franchise 5 PM FRI: TEAM 6 - LEGAL PLAN
14	20-24 Nov	<u>Step 10 – Harvest with an Exit Strategy</u> 5 PM	
15	27 Nov-01 Dec	45 Min – Pitch Deck Workshop 30 Min – Shark Tank Episode	SHARK TANK, student presentations FRI: TEAM PROJECT 7 – BUSINESS MODEL CANVAS/PITCH DECK
16	05 Dec	Final Exam, 1-3 pm	

NOTE: This is a tentative schedule and is subject to change. Changes will be posted to BlackBoard and email.

Attachment 2 - Student Acknowledgement and Information Sheet

The following information is requested by your professor to assist in the proper administration of this class. Answering the questionnaire is voluntary. Signing the acknowledgement and confidentiality/non-disclosure agreement is mandatory. In the following, first person pronouns refer to the professor and second person pronouns refer to the individual student.

Your name as listed in University records	
You prefer to be called (indicate pronunciation fo-NET-ik-lee).	
Your contact telephone number (you are responsible for any information I put out in class; I will not contact you otherwise unless all other means fail)	
During this semester, you will be living (this information is useful in scheduling team activities)	_____ in the Huntsville area, or approximately _____ miles away
Secondary email (you are responsible for knowledge of any email I send to your SHSU email address; if you fail to respond, I will attempt to contact you here)	
Emergency contact (in case you should get ill or some other emergency occur during class)	Name _____ Area Code/Phone _____
Your major/minor (helpful in understanding your level of preparation for this course)	
# of hours of academic work you have completed before this semester (helpful in understanding your level of preparation for this course)	
# of hours that you work per week (helpful in understanding constraints on your participation in team activities)	
What you want to get out of this course (why are you taking this course?)	
Please indicate any special needs or concerns	

ACKNOWLEDGEMENT: You have been provided a copy of syllabus for Dr. Matthews's BUAD 3345 class, you have read it and understand it, and you agree to abide by its provisions, including but not limited to the Academic Honesty policy and the following:

1. Excessive absences will result in failure
2. Grades will be assigned in accordance with the grading policy
3. Class rules and policies will be followed.
4. Any and all information received from Dr. Matthews, including personal examples or questions, is given only to further instructional purposes, and does not constitute legal advice and should not be construed as or relied upon as legal advice.

CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT

You understand that in the course of taking this class, particularly during the team assignments, you may come into contact with, or gain possession of, certain information which may be proprietary to another individual or, in that or some other way, may be confidential. All such proprietary or confidential information shall be referred to as the "Confidential Information," and any individual providing such information shall be referred to as the "Disclosing Party." You agree:

- (a) to receive and maintain the Confidential Information in confidence;
 - (b) not to reproduce the Confidential Information or any part thereof without express written consent of the Disclosing Party;
 - (c) not, directly or indirectly, to make known, divulge, publish or communicate the Confidential Information to any person or entity without the express written consent of Disclosing Party;
 - (d) to limit the distribution and dissemination of the Confidential Information to persons who have a need to know and an obligation to protect it;
 - (e) not to use or utilize the Confidential Information in any way without the express written consent of Disclosing Party;
 - (f) not to use the Confidential Information or any part thereof as a basis for the design or creation of any method, system, apparatus or device similar to any method, system, apparatus or device embodied in the Confidential Information unless expressly authorized in writing by Disclosing Party; and
 - (g) to utilize the best efforts possible to protect and safeguard the Confidential Information from loss, theft, destruction, or the like.
- Your completing and signing this form, and returning the completed page to the professor, constitutes your agreement with and acceptance of all provisions in the Acknowledgement and Confidentiality and Non-Disclosure Agreement, and all other sections of this syllabus.