

# Course Syllabus

(As of 3\_23\_2021)

## TECHNOLOGY ENTREPRENEURSHIP AND COMMERCIALIZATION SPRING SEMESTER 2021 (3 CREDIT HOURS) WEDNESDAY, 5:30-8:00 PM, FACE TO FACE/LIVE (mostly)

Undergrad: FSU EIN 4445, FAMU EIN 4150-301

Graduate: FSU EIN 5445C, FAMU EIN 5930-601

### Instructional Objectives and Methods:

Although this course is offered primarily to enhance the innovative and entrepreneurial mindset of students in the FAMU-FSU College of Engineering, it is *open to advanced undergraduate and graduate students of ALL DISCIPLINES* (NO PREREQUISITES)!

*The course simulates, in an academic environment, the process of creating and analyzing commercialization plans for technology-based products or services to meet a need or solve a problem—i.e. learn by doing.*

Students propose technology-based ideas/opportunities with commercial potential and form teams for a selected set of those ideas/opportunities. Each team then analyzes the business potential of the idea, addressing key aspects such as the state of development of the technology (e.g. additional research needed, whether a prototype exists, etc.), needed intellectual property protection, competing technologies, the most appropriate target market, customer discovery, and the best business model for financial success (including developing a Business Model Canvas). The teams will present the findings for their project in both a final written report and an oral presentation.

In addition to the team projects, the course will include lectures and class discussions on such topics as entrepreneurship, lean startup concepts, technology product development, intellectual property protection, how to conduct a technology market study, sources of financing for start-up companies, and case studies from successful entrepreneurs. Lectures will mix experience with educational content. Grades will be based on:

1. the quality of the final written and oral reports;
2. assessments of individual and team presentations;
3. quality of homework answers;
4. in-class assignments; and,
5. evaluations of your contributions by other team members

There are no exams.

Learning outcomes include: Creatively identifying problems and/or needs in society and imaginatively applying engineering and technical knowledge to propose ideas to solve those problems/needs; working in collaboration with other students in a team to creatively develop a commercialization plan and to analyze the plan to determine whether the idea is a real opportunity or not; and applying both written and oral communication skills to explain the problem/need and proposed idea to others, including those with a non-technical background.

Disclaimer: This course is NOT going to attempt to teach you how to run a business. Frankly that's impossible in any 3-credit hour course. If that's what you want you should perhaps:

- take several business courses (including possibly earning a BS in Business Administration or Entrepreneurship; and
- maybe even earn an MBA degree; and/or
- Get a job (especially in a small company) and learn "on the job".

In other words, in this class we will not learn about accounting, taxes, human resource management, advertising and marketing, different legal structures for a business (LLC, Corporation, Non-profit foundation, Partnership, etc.) although we will "touch" on those some of subjects, including perhaps from guest speakers that can vary from one semester to the next.

Faculty: Dr. Mike Devine, Entrepreneur in Residence and Professor, FAUM-FSU College of Engineering. For further information, please contact Dr. Devine at [mdevine@fsu.edu](mailto:mdevine@fsu.edu); phone 850-410-6378, Office A-248B. Office Hours: Wed 10am-5pm and Thurs 10am-12 Noon or by appointment.

Co- and Pre-requisites: Graduate, Senior, or Junior Standing or permission of your academic department.

Textbook: *Technology Ventures: From Idea to Enterprise*, Byers, Dorf and Nelson, 5<sup>th</sup> Edition.  
<https://www.mheducation.com/highered/product/technology-ventures-idea-enterprise-byers-dorf/M9781259875991.html>

Stanford Textbook website [https://web.stanford.edu/group/techventures/cgi-bin/tv4/?page\\_id=3](https://web.stanford.edu/group/techventures/cgi-bin/tv4/?page_id=3)

Webpage Address: <https://famufsueng.instructure.com/courses/184>

Syllabus Change Policy: Except for changes that substantially affect implementation of the grading policy or grading scale, this syllabus is a guide for the course and subject to change with advanced notice.

Class Schedule: (The week by week assignments are subject to change depending on availability of guest speakers, edits, pandemics, natural disasters, etc. This syllabus is intended to give an overview of the course and its requirements but for the details for each week you should refer to the **Assignments** section on Canvas. This syllabus will be updated to reflect those changes.

**Class #1 January 6: *An Overview of the TEC Class and Its Goals*—VIA ZOOM per university requirements**

Prior to class:

- Read the Forward, Preface, and the following sections from Chapter 1:
  - 1.1 Entrepreneurship in Context
  - 1.4 Innovation and Technology
  - 1.5 The Technology Entrepreneur
- Watch a few of the “elevator pitches” from U. Miami at <http://www.youtube.com/user/2011epitch>
- Watch the 3 Videos for Chapter 1 at [https://web.stanford.edu/group/techventures/cgi-bin/tv4/?page\\_id=101](https://web.stanford.edu/group/techventures/cgi-bin/tv4/?page_id=101)
- Learn some basic terminology and concepts about the INVENTURE CYCLE by Tina Seelig
  - Here’s the 2:30 minute version: <https://www.youtube.com/watch?v=50k3fv7yR-w>
  - And the first 27 minutes of this video is the more complete version (but the discussion that follows is very interesting also): <https://www.youtube.com/watch?v=bWTWwps0ezQ>
- Each student should review at least 3 of the 14 previous TEC Final Presentations posted in the Course Module of Canvas “*Samples of prior TEC Final Presentations and Reports*” to gain a better understanding of what we are striving for.

Homework: Due Friday, January 8 midnight (upload to Canvas). After this first week, all Homework is due by noon the day of class. Late assignments will be accepted with 75% credit (unless excused ahead of time) if less than a day late and 50% credit less than a week late

1. Answer Q. 1.1 (p. 21). (This page is in the Course Library Module in Canvas in case you don’t have the textbook yet.)
2. What lesson(s) did you learn for a “business pitch” from watching the U. Miami videos.
3. What were your “take away lessons” in about half a page at most from videos 1 and 2 from Stanford site for Chapter 1 (Zuckerberg and Libin)
4. Explain the difference in your own words between innovation and entrepreneurship per Tina Seelig.

Class:

- WELCOME
- Students introduce themselves
- Overview of the course, expectations and grading;
- Examples of technology-based business ideas

- Class Discussion: Characteristics of technology-based enterprises and importance of “customer discovery”
- What makes a good project for this class?
- Any other general questions or concerns?
- Let’s make this FUN even while learning!!!

**Class #2 January 13: *Each Student Proposes a Possible Class Project (A Possible Commercial Product)*—“If it were easy we would all be rich!” –VIA ZOOM per university requirements**

Prior to class:

- Read Chapter 2.1: Types of Opportunities, 2.2: Market Engagement and Design Thinking, and 2.4 Trends and Convergence
- Watch the 3 videos for Ch. 2 at the Stanford website above
- Sara Blakely: listen to <https://www.npr.org/2017/06/07/493169696/spanx-sara-blakely> (28 mins)— she was the FIRST ONE of this series!
- Sign Confidentiality Agreement—*Students Commit to NOT Stealing Other Students Ideas* (available on Canvas under “Course Syllabus and Requirements) and email to Dr. Devine or upload to Canvas.
- Prepare a 5-6 slide presentation of your idea/opportunity (more than 1 idea if you wish). Upload to Canvas **no later than 3pm Wednesday the day of class** so they can be ready to present by class time

Homework:

1. What’s the main point of Video #2 (Brad Feld)
2. Keeping in mind the videos from Chapter 2, answer Q. 2.2 (p. 48) in about 1 page (½ page for past and ½ page for future).
3. Where did Sara Blakely go to college? Describe 4 or more take-away lessons from her story.

Class:

- Discussion of previous homework and other questions/concerns
- Technology-based business ideas presented by students (3 minutes each plus 4 mins Q&A) including class discussion and feedback

**Class #3 January 20: *Class Project Ideas Version #2 LIVE/F2F (supposedly?)***

Prior to Class:

- Read Chapter 3.1-3.3 (The Vision, Mission Statement and Value Proposition)
- Watch the 3 videos for Ch. 3 at Stanford website above
- Study the “Customer Discovery” slides posted on Canvas Course Library.
- Prepare revised/refined technology-based business idea (5-6 slides) utilizing lessons from 1<sup>st</sup> presentation, what you learned from Ch. 3, and adding more on customers and market potential. Your Idea #2 can be an upgrade to Idea #1 or a completely new/different idea. Upload to Canvas **no later than 3pm Wednesday the day of class.**

Homework:

1. Who is that in video #3 and what’s his main point (or points)?
2. In your own words (limit 200) what are the key points about “customer discovery”?
3. Answer Q 3.6 from Chapter 3 (page 66) of Textbook.
4. Choose one of your favorite local businesses, describe what it does and why you like it in 1-2 sentences and then develop a “mantra” for that business.

Class

- Adjustments to schedule
- Discussion of previous homework and other questions/concerns
- All students present their refined/revised technology-based business idea (3 minutes plus 3 mins Q&A MAX)
- Discuss key challenges to commercializing new technologies and the importance of CUSTOMERS

**Class #4 January 27: “The Processes of Creating New Technology Business”; Sources of Business Information; the Business Model Canvas; and, Form Teams. (F2F)**

Prior to Class:

- Students who want their project considered for a team semester project should **send Dr. Devine an email with their Power Point no later than 5pm, Friday, January 22.** (Dr. Devine will post those Power Point files to Canvas.)
- Project Preference Request email sent by Dr. Devine **Monday morning, January 25**
- Students indicate (confidentially) their top 3 preferred projects by replying to Dr. Devine’s email no later than **5pm, Tuesday, January 26.**
- Teams assigned by Dr. Devine by **NOON, Wednesday the day of class.**
- Read Chapter 4.1 (Venture Strategy), 4.4 (SWOT Analysis), and 4.7 (Alliances).
- Watch the videos 1 & 2 for Chapter 4 at the Stanford videos website as done previously

Homework:

1. Summarize in no more than a half-page or so the key points from Videos 1 & 2 of Chapter 4 (Moore and Kapor).
2. Suppose you want to start a full-service lawn care company named “Meaux d’Laune”. What other types of companies might you form “alliances” (per Ch. 4.7) with to enhance your business?
3. Choose any company you are somewhat familiar with (even if it’s just because you are a customer of them). Describe them briefly (including a website for the company) and do a brief SWOT analysis of them like Table 4.4.
4. Based on your reading of Chapter 4.6 and 4.7, can you explain why (in your own words) McDonalds seems to maintain such a competitive advantage—when it seems like anyone could sell hamburgers and other “fast foods”?

Class:

- Guest Speaker CONFIRMED: John Fraser, President, Burnside Development and Associates LLC Bethesda, MD, “Turning New Scientific Knowledge into Profits” (via remote/zoom) Warning HW question next week.
- Discussion of previous homework and other questions/concerns
- Dr. Devine: A very brief “Overview of Business Related Data/Information ONLY available for free from FSU Libraries”—per Trip Wycoff, FSU Business Librarian <http://guides.lib.fsu.edu/devineguide>
- Dr. Devine: A very brief intro to the Business Model Canvas.
- Teams meet for the first time to discuss development of their Team Project

**Week #5 February 3: NO CLASS.** Student teams use the time to meet and develop their project idea.

**Class #5 February 10:** Substitute Instructor Dr. Robert Wandell, Researcher, Entrepreneur, and Professor of Chemical and Biomedical Engineering—via Zoom

**Inspiration from a Real Live Scientist/Technology Entrepreneur and How the Business Model Canvas (BMC) Can Aid Your Commercialization Strategizing**

Prior to Class:

- Read Ch. 3.4 (esp. the Business Model Canvas (BMC) in Figure 3.4) and Ch. 6.1-6.4 (Creating the Business Plan or “Commercialization Plan”)
- Watch the 3 videos for Ch. 6
- Watch the following videos by the “inventor” of the Business Model Canvas:  
<https://ecorner.stanford.edu/in-brief/the-business-model-canvas/> (4 minutes)  
<https://ecorner.stanford.edu/in-brief/mapping-customer-pains-to-value-proposition/> (4.5 minutes)  
There are other videos you can watch to learn even more! (Watch the full 53 minute video if you have time!)
- Also, see Course Library Module for a Business Model Canvas Template and additional links for videos on the Business Model Canvas

- All teams prepare a first rough draft of their “Business Model Canvas” using the template in the Course Library. The primary focus should be on the Value Proposition and Customers. Upload to Canvas by 4:pm day of class. A few teams will be called on to present their very early BMC.

Homework:

1. What’s the key message from Video 2 of Ch. 6?
2. Mostly for fun but there is a lesson--Watch the *Turbo Encabulator* video <https://www.youtube.com/watch?v=rLDgQg6bq7o> What do you think the “take away lesson” is?
3. Tell me the 3 most interesting/important things you learned from John Fraser’s talk last week

Class:

- Guest Speaker: (CONFIRMED Dr. James Olcese, FSU College of Medicine; Researcher, Inventor, Entrepreneur. “Preventing Preterm Labor” (**Warning: Take notes--see HW Assignment next week!**)
- Four teams (chosen at random) present their first draft “business model canvas” (5 mins each plus 5 mins Q&A). The other teams will receive written feedback. (The idea is that everyone will learn from these 4 examples.)
- Discuss the idea of “pivoting” using the BMC framework (hypothesize, test, pivot as needed).

**Class #6** February 17: Substitute Instructor Dr. Robert Wandell (ZOOM)

***Each Team’s First Commercialization Assessment/Plan***

Prior to Class:

- Read Ch. 5.4 New Technology Ventures
- Watch the 3 videos for Ch. 5 at the Stanford website
- Each **team** develops their early draft power point (with talking points in the NOTES section). (Don’t worry about making it “pretty” at this point.) You should have at least 1 slide for each of the 12 items in the “TEC Commercialization Plan Content Outline” (in the Course Syllabus and Requirements section of Modules) even if the slide just has the title with no other information at this early stage. Upload your slides to Canvas by 4pm the day of class.

Homework

1. Each student: give your own examples of the 3 types of innovation according to Judy Estrin (Video 1 for Ch. 5).
2. Tell me 3 interesting/important facts or insights you learned from Dr. Olcese’s talk last week.

Class:

- All teams present their Team Project and discuss with class (6 min presentation, 8 min Q&A). Each team member should talk for a part of the presentation. (**Each student will note 1 good point and 1 weak point for all the other teams’ project ideas.**)

After Class

- Each student submits comments/questions/suggestions to the other teams presentations for Class #6 on Feb 17; To submit comments/questions/suggestions use the Word Document "Comments on Semester Projects" added at the end of the Course Library in Modules. Your call as to HOW you prefer to do this but probably best to take notes and then type them up after class, and upload to Canvas. Due midnight Feb 19). **I expect these comments/questions/suggestions to be very useful to every team.**

**Class #7** February 24 via ZOOM: ***Great Idea—But How Can I Get the Money to Start my Venture? (Suggestion—Marry Rich!); and It’s All about the Customer***

Prior to Class

- Watch the 3 videos for Chapter 8
- Review Ch. 2.2 (previously assigned) and the Customer Discovery Slides in the Library section of Canvas (also previously assigned)

- Teams continue to refine/develop their team project, focusing on “customer discovery” (each team member should interview at least 2 potential customers), including any significant changes to their BMC and changes to their business idea (e.g. how will the technology really work—i.e. NO “handwaving”?)
- Upload updated power points to Canvas by 4:00 pm **Wednesday the day of class.**

Homework:

1. Each student tell me who the two potential customers were that you interviewed and what you learned about the potential of your commercial product idea from those two interviews.
2. What did you learn from Video #1 of Ch. 8 (even though it’s dated). Note he’s from the company IDEO <https://www.ideo.com/> .

Class:

- Guest Speaker (CONFIRMED) Michael Tentnowski, Director of Entrepreneurship, Innovation Park of Tallahassee, “Sources of Financing for New Technology-Based Enterprises”
- Three or four teams chosen at random present updates on their team project (5 minutes with 5 minutes Q&A) All teams will get feedback from Dr. Devine via email after class.

**Class #8 March 3 F2F: Protecting your Ideas from Theft; and, How Rich Might I Become?**

Prior to Class:

- Read Ch. 9.1-9.3 (Marketing and Customer Segments)
- Read Ch. 11 (Intellectual Property)
- Watch the 3 videos for Ch. 9 and the 3 videos for Ch. 11
- Review the TAM, SAM, SOM Approach to Estimating Market Size (see Course Library): after each student does his/her own estimates (see Homework), the team should agree on the best TAM, SAM, SOM estimates and

Homework:

1. Tell me at least 3 things you learned from Michael Tentnowski’s tal last week.
2. Summarize the lessons from video 2 of Chapter 9 and video 1 of Chapter 11.
3. Each student should develop their own TAM, SAM, SOM estimates for their project

Class:

- Guest Speaker: (CONFIRMED) Bill Hollimon, Patent Attorney, Tallahassee, FL. “The Importance of Intellectual Property Protection for Technology Companies” (Take notes—see HW for next week)
- All teams present their agreed upon Market Size information using the “TAM, SAM, SOM” approach including the sources of data (4 min each plus 3 mins Q&A). (Teams need NOT upload to Canvas—just be prepared to present.)
- Dr. Devine explaining your Patent Homework due a week from Friday March 12)

**Class #9 March 10: Getting Business Advice/Assistance and Developing a Financial Plan**

Prior to Class

- Read Ch. 18.1, 18.3-18.6 (Financing New Technology Ventures); just skim 18.7 and 18.10
- Watch the video on “angel investors” <https://ecorner.stanford.edu/videos/flying-with-angel-investors/>
- Read Ch. 17.1
- Review “Elements of the Financial Plan” (WORD document in Course Library)

Homework: Upload to Canvas by Friday, March 12

1. What are the key points from the textbook about “angel investors” and from the video “Flying with Angel Investors”?
2. Assuming you need about \$50,000 over the first year to launch your business, make a list of all possible sources you can think of (NO theft or deception) you might be able to use to obtain some or all those \$’s.
3. Tell me 3 things you learned from Bill Hollimon’s talk last week that you thought especially important to know.
4. Patent Homework: Using Google Patents, each student (not team) should find a patent closely related to their project technology. In the same Word document as #1 and #2, tell me briefly the following: judging

ONLY from Claims 1 and 2 of that single patent if you think your team's idea might still be patentable and why or why not? Convert the Word document with answers to #1-#3 into a pdf and combine with the patent pdf into a SINGLE PDF and upload to Canvas.

Class:

- Guest Speaker (TENTATIVE) Bill Lickson, Executive Director, Domi Station, “How Incubators Support Startups”
- Devine: Review **Devine's summary of financing startups.docx** in the Canvas Course Library
- Devine: “Developing your project Financial Plan” (see **Elements of Project Financial Plan.docx** in the Canvas Course Library)

**Class #10 March 17: Your Development and Financial Plan—How Much Money Will I Need, When, For What—and Where might I get it?**

Prior to Class:

- Review the “Wendy Kennedy “So What, Who Cares, Why You” slide template in the Canvas Course Library to think about using some of these ideas in your business pitch
- Re-read Ch. 17.1, re-review “Elements of the Financial Plan” (WORD document in Course Library), and review the Financial Plan slides from Nuri PSM or other projects you choose in “*Samples of prior TEC project final presentations*” in Canvas Course Library
- Each team develops their early draft Financial Plan (5-6 slides). Upload to Canvas by **4pm Wednesday the day of class. For each slide have notes that explain details that would NOT usually go onto the slide itself. Very important by now to have your solution explained fully (i.e. no “handwaving”).**

Homework:

- Although still lots of time to refine your business plan, what do you think be biggest risks are if you were to launch this business. How might you reduce the risks? (**Individual Assignment**)
- Tell me one thing you really liked knowing about Domi Station and one thing you would like them to change/improve if you were to use this facility/program.

Class:

- All teams presents their up-to-date commercialization plan but focusing on the “draft” Development and Financial Plan (6 mins presentation, 8 mins Q&A). I will publish a schedule and each person will be required to only view and give feedback on 3 other presentations.

After Class:

- Each student submits comments/questions/suggestions on two other teams presentations for Class #10 on March 17. Due midnight Friday, March 19

**Class #11 March 24: Covering Items 7-10 in the Content Outline**

Prior to Class

- Read Ch. 19.1 & 19.2 (The “Elevator Pitch” and Critical Issues)
- Watch the 3 videos for Ch. 19
- Each team continues “customer discovery” (at least 1 more customer per team member) and prepares an updated presentation including items 7 (Competition), 8 (Product Development Needs), 9 (IP) and 10 (Commercialization Alternatives) from the content outline. To accomplish this you need to make sure all the design/specs of your product are provided—pictures, diagrams, etc.--“no hand waving”. Review prior TEC presentations in Canvas for guidance/ideas.

Homework:

- Each student describes who they interviewed and what new they learned.
- Explain the key points (more than one) from Video #1 (Fundraising) from Chapter 19.

Class: Each team will present their updated project slides (6 mins, 6 mins Q&A) focusing on Competition, Product Development, IP and Commercialization Alternatives, but also covering any significant changes to earlier parts. I will publish a schedule and each team will only need to observe and give feedback on 2 other presentations by March 25. Upload your presentation to Canvas by 4pm the day of class.

**Week #12 March 31: Your 1<sup>st</sup> Complete Business Pitch Slide Show**

No Class

- Each team will prepare a 15-20 slide Power Point addressing all aspects of your project that includes items in the Content Outline and Kennedy Slide Template both posted in Canvas Library Module and include an updated BMC (but NOT to be talked about directly in the presentation—but do talk about customers, value proposition and partners (if important for your project). Specifically you should address my comments/questions from last week’s assignment and fill out the NOTES section for each slide in Power Point as your script. **Upload to Canvas no later than 5:00 pm Thursday, April 1.** I will assign a Homework Grade for this assignment.
- I will send you comments/suggestions/questions slide by slide no later than Monday noon (**April 5**) so you have those for next week’s assignment.

**Class #13: April 7 (Confirmed) Guest Critic/Reviewer: Dominick Ard’is, ACT House, Inc; Complete Presentation Online via Zoom**

Prior to Class

- Every team develops an improvement of their project commercialization plan/business pitch, including additional customer discovery (each team member should interview at least 1 more person) and needed revisions you think are needed based on my questions/suggestions. **Upload to Canvas by 4:00pm day of class.**

Class

- All teams present their complete project idea and commercialization plan (8 mins each plus 6 mins Q&A). **Each student must witness/critique 3 other teams noting good and weak points and upload to Canvas by the next day.**

**Class #14 April 14: F2F Final Presentations** (10 min each with 6 minutes Q&A). The slides should be uploaded to **Canvas no later than 4pm that day**. All students are expected observe all presentations. I will call on students to ask questions.

In addition, after all the presentations (just for fun but required and will count as a HW grade--100 if done, 0 if not), assuming you are an Angel Investor with \$100,000 to invest in the projects from this class, **upload to Canvas** telling me how to allocate your \$100,000 among the other 8 projects (NO investing in your own project)!

After the class (and **ONLY AFTER THE CLASS**) all students should then:

1. Upload their completed Team Member Evaluation Form (available near the top of Canvas HOME page) **no later than Friday, April 16, 1:00pm;**
2. Complete the SPCI Evaluation by Thursday, April 15, 5pm; and
3. Send me an email (at your earliest convenience) letting me know of their plans at least in the near term—graduating? Have a job? Coming back for another year? Etc

\*\*\*\*\*

Grading Scale: A 90-100; B 80-89; C 70-79; D 60-69; F 0-59

Grading:

- Final Power Point Slides and Presentation/Q&A 55%
- Homework and In-Class Assignments (Individual): 25%
- Team evaluation of your contribution (Individual): 20%



### Academic Honor Policy:

**FAMU Students:** Florida A&M University is committed to academic honesty and its core values which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into its academic honesty policy. Being unaware of the Academic Honesty Policy is not a defense to violations of academic honesty. A link to the complete policy is given below. Academic Honesty Policy violations shall be reported and appropriate actions taken by the department chair and associate dean for student affairs and curriculum. The complete policy can be found here <http://www.famu.edu/Students/NEWFANG%202008-2010X.pdf>

**FSU Students:** The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

### Americans With Disabilities Act:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the appropriate university office. For FAMU students, this is the Center for Disability Access and Resources CEDAR). For FSU students this is the Student Disability Resource Center (SDRC); and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to students with disabilities:

**FAMU Students** should contact:  
Center for Disability Access and Resources (CEDAR)  
667 Ardelia Court, Tallahassee, Fl. 32307  
<http://www.famu.edu/index.cfm?cedar>  
Email: [cedar@famu.edu](mailto:cedar@famu.edu)  
Phone: 850-599-3180  
Fax: 850-561-2513  
TDD: 850-561-2783

**FSU Students** should contact:  
Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)  
<http://www.disabilitycenter.fsu.edu/>

### Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

First week attendance is mandatory for both FAMU students and FSU students. Class attendance will be taken each session and factored into your final grade under the category of “Assignments/Class participation.” Students will not be penalized, for attendance purposes, for excused absences. However, students with excessive excused absences may be assigned a grade of incomplete “I” and be asked to submit missing work at a later time.

#### Make-up Assignments Policy:

Class assignments may be accepted late, without penalty, with a valid excused absence. However, you must notify me in advance if your absence involves a planned event or observance of a religious holy day. If an emergency prevents you from attending a class you must notify me at your earliest opportunity. Students with a valid excused absence will not be arbitrarily penalized for missing class assignments or activities.