Instructor of Record: Robert (Bob) Frash, Ph.D.
Email: frashr@cofc.edu  Replies typically attempted within 24-48 hours
Phone: (O) 843.953.0827 (M) 843.327.7071
Office: JC Long 306
Office Hours: T-R 3-5 pm
Schedule of Activities: Refer to the Course Calendar
Class Location: JC Long 220
Class Meeting Days/Time: T-R 9:25 – 10:40 AM
Course Prerequisites: Senior status; ACCT 203, ACCT 204, DSCI 232, ECON 200, ECON 201, MGMT 301, MKTG 302, FINC 303, HTMT 210, HTMT 352; HTMT 444 may be taken concurrently; BLAW 205 and DSCI 320 are both recommended.
Required Texts & Materials:
− Readings on OAKS
− Get Backed by Baehr and Loomis, ISBN 978-1-63369-072-1 (Link to online version of book in OAKS)
− Laptop computer with wireless accessibility

Course Description:
This course is the capstone course for the HTMT major program. The course involves the integration and application of interdisciplinary management concepts, theories, and practices instrumental to management success within the hospitality and tourism industry. The student will demonstrate this through an innovative new venture ideation and plan development.

Course Components / Point Allocation:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Assignment Type</th>
<th>Points Available</th>
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</thead>
<tbody>
<tr>
<td>Baseline Assessment</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Homework (5 @ 20)</td>
<td>Individual &amp; Team ass.</td>
<td>100</td>
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<tr>
<td>CACVB New Venture Pitch Deck Project:</td>
<td></td>
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<tr>
<td>Due Diligence Portfolio Drafts (5 @ 20 pts ea)</td>
<td>Team ass.</td>
<td>100</td>
</tr>
<tr>
<td>Final Pitch Deck Files (Due Diligence, Pitch Deck, Financials)</td>
<td>Team ass.</td>
<td>450</td>
</tr>
<tr>
<td>Pitch Deck Presentation</td>
<td>Team ass.</td>
<td>200</td>
</tr>
<tr>
<td>Diary Assignment &amp; Peer Evaluation</td>
<td>Individual ass.</td>
<td>75</td>
</tr>
<tr>
<td>ETS Major Field Test</td>
<td>Individual ass.</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>1,000</td>
</tr>
</tbody>
</table>

Course components and the points assigned them may be changed, added or dropped, at instructor’s discretion, should it be warranted. Students will be notified through OAKS, should changes occur.

Grading Scheme:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>61-62.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60.9%</td>
</tr>
</tbody>
</table>

Instructor’s Note
I consider teaching, working, and learning with scholars such as you, an honor and a privilege. Notwithstanding our various levels of experience, each of us brings a valid contribution to the class. Though I hope to be a worthy resource for each of you, I view my principle function as a facilitator of your diverse contributions.
Learning Objectives
The student will develop a hospitality and/or tourism (HTMT 210, HTMT 444) business plan (a.k.a. due diligence portfolio) and pitch deck, utilizing socio-technical hospitality systems (HTMT 352, HTMT 444), integrating the following written and verbal application of competencies:

- Presentation of accounting information essential to make HTMT business decisions, demonstrating control procedures and logical business decision making within a national or international organization (ACCT 203, 204)
- Implementing marketing strategies for consumer behavior, product and services mixes, branding and/or packaging, channels of distribution, pricing, advertising and promotions, and salesmanship (HTMT 352, MKTG 302)
- Employ statistical analyses to determine market and business prospective utilizing relevant technological solutions (DSCI 232)
- Development of capital budgets and financial plans (FINC 303)
- Determination and utilization economic trends including social goals, employment and economic growth/decline, and product and services pricing (ECON 200, 201)
- Facilitating dynamic individual and group behaviors in an organizational process (MGMT 301)

Disabilities Statement
If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me during my office hours.

Factors in Grading:
- Class participation, attitude, teamwork and demeanor will be noted by the instructor and used to swing grades up or down
- All course work (unless otherwise noted by the instructor) must be:
  o Word processed in MS Word and
    ▪ Double spaced with topic headers (NOTE: The final business plan’s line spacing is discretionary.)
    ▪ Grammatically correct (NOTE: Grammatical errors will warrant grade reductions.)
    ▪ Consistent with the Publication Manual of the American Psychological Association (APA) 7th ed format for bibliographic entries (All in-text referencing should utilize MS Word Footnotes).
- All course work must be submitted on-time. Coursework submitted late will warrant a reduction in grade at the discretion of instructor relative to the degree and nature of the tardiness (In the case of an email submission, the time and date of reception will act as the official submission instance).
- Professional demeanor is mandated at all times in class and out of class regarding all course related activities.

Attendance:
Attendance is important! Due to the team nature of much of the course activities, the student is required to be in class to participate with her or his team members. Research indicates that class discussion fosters enhanced learning for all class members and builds a more robust cognitive schema (Gagne, 1985; & Hamblin, 1974). Therefore:

- Anyone missing more than 2 class periods may be deemed ineligible for a grade of "A."
- Anyone missing more than 3 class periods may be deemed ineligible for a grade of "B" or better."
- Anyone missing more than 4 class periods may be deemed ineligible for a grade of "C" or better."
- Anyone missing more than 5 class periods may be deemed ineligible for a grade of "D" or better."

   Attendance is only excused for medical or other serious and legitimate reasons.

   Student must submit documentation for any absence considered for excuse within one week of the absence.

Baseline Assessment
Much of the course is completed as team. As such, it is important that you are placed in a team that best supports each student’s goals, aspirations, and abilities. The baseline assessment is intended to give the instructor insight to guide which team each student is assigned to.

ETS Major Field Test
The Major Field Test in Business contains 120 multiple-choice items; some are based on case studies. The questions are designed to measure a student’s knowledge and ability to apply that knowledge analytically. To assess levels of achievement, Business Test questions cover a broad range of difficulty, and encompass both the depth and the breadth of business knowledge. Mathematical operations do not require the use of a calculator. Assistant Dean, Marcia Snyder, will proctor the test at various times during October 2021. To schedule your required test, email her at SnyderM@cofc.edu.
CACVB New Venture Pitch Deck Project

The Pitch Deck project is comprised of four components:

1. Due diligence portfolio (submitted as a PDF file)
   a. **Due Diligence Portfolio drafts.** There are five sections in the Due diligence portfolio: 1. Company Description, 2. Market Analysis, 3. Operation Plan, 4. Marketing Plan, and 5. Pro Forma Financials. Student teams will submit drafts of these sections during the semester and receive feedback to ensure a more proficient product in the final submission.
   b. Note that the drafts are not submitted in the same order noted above because of development issues pertaining to requisite secondary and primary research.

2. Pro forma financials and supplemental spreadsheets (submitted as an Excel file)
   a. Students are required to use the Excel template, which can be found in OAKS, for the Sources and Uses of Funds, Balance Sheet, Income Statement, and Cash-Flow Statement.
   b. Supplemental spreadsheets can include master labor schedules, sales forecast calculations, amortization schedules, break even and return-on-investment calculations, etc.

3. Pitch deck video (submitted a YouTube link)
   a. A **pitch deck** is an audiovisual series of images and words disseminated in a YouTube video presentation that illustrate your concepts story and business model. Pitch decks have largely come to replace the more traditional business plan approach to gaining investment for a startup business. Pitch decks typically include 20 to 30 PowerPoint slides, which are converted to an MPG video file format, which is uploaded to YouTube. Your pitch deck will typically address the following elements: 1. Cover, 2. Overview, 3. Opportunity, 4. Solution, 5. Operations, 6. Market, 7. Competition, 8. Team, 9. Sales Forecast, 10 Financials, 11. Exit Strategy, 12. FAQs

4. Poster and product/service samples for Presentation Event on November 18th, 3-5 pm (submitted as a PDF).
   a. **NOTE** The Presentation Event is not during scheduled class time. As such, if you have a conflict with

CACVB New Venture Competition ($1,000)

The Charleston Area Convention and Visitor’s Bureau (CACVB) is sponsoring a competition for your new venture pitch deck projects. First place receives $500, and the next two runners-up receive $250 each. Awards will be given at the senior party.

Homework Assignments

There are five homework assignments that relate to and support the pitch deck process. The assignment due dates are noted in the Course Calendar. Each homework assignment instruction guideline is listed in OAKS.

Industry Mentors

As you will likely conclude, the College of Charleston enlists myriad resources to aid students in their respective capstone courses. However, as these resources are generally academic, they may not be fully up to date regarding the dynamic business climate. Your instructor will try to arrange an industry expert related to the new venture type your team puts forward to help mentor your team process. Mentors are selected, when possible, that are working or connected to your respective market space. Mentors are asked to meet with you virtually, as needed (e.g. biweekly), provide feedback on your drafts, and try to connect you to needed resources. Their value to you typically is only limited by your ability to request and heed their counsel.

Team Process

HTM organizations have asked the academy to prepare students for the increased team emphasis found in today’s workplace. Team-based learning has been shown to promote enhanced academic achievement. The class will be divided into teams of typically three or four students each.

All assignments submitted for the team must have the team’s name and the participating team members’ names. Only team members that attend class and/or team meetings and participate in team activities and should be listed on the assignment submissions. Team members will earn the pooled team grade for all team-based assignments (i.e. barring potential peer evaluation feedback, which can augment or lessen the grade).

To eliminate social loafing, free riding or any other individual withholding of effort, students are to exercise the following:

1. Complete a “Team Contract” (see OAKS). The Team Contract should set each team member’s expectations and facilitate communication.
2. All students complete a weekly diary of his or her contribution and an assessment of the team process
3. All students submit a peer evaluation at the end of the semester (Form is found on OAKS). The process requires each student to rate the percentage of individual input associated with each team member’s assignment contribution. Should the evaluations suggest a team member is not contributing his or her fair share of the work; their grade can be reduced accordingly at the discretion of the instructor.

4. A team member may also be terminated (aka fired) from the team by his or her teammates (Form is found on OAKS). Should the other teammates provide a preponderance of evidence indicating that the student in question did not offer a significant contribution to the team effort, the student in question can be fired from the team through instructor arbitration. In such a case, the “fired student” would have to submit an independent assignment on her or his own to receive a grade. However, the “fired student’s” subsequent independent assignment grade will be penalized by 10%.

If there is a problem with your team’s process or any individual member of your team, REPORT THE PROBLEM TO YOUR INSTRUCTOR AS SOON AS POSSIBLE.

Diary Assignment & Peer Evaluation
As noted below, the team process, used to produce a preponderance of the course’s assignments, can go well or, unfortunately, can sometimes be problematic. The process works well when team members work with conscientiousness, empathy, and stick to a strict timeline. However, the process becomes challenging to the extent that these conditions are absent. To assure accountability, each student is required to keep a weekly diary of his or her contribution and an assessment of the team process. This diary will be submitted for a grade, along with a peer evaluation form at the end of the semester.

Library Resources – Amanda Kraft ( kraftal@cofc.edu )
Amanda Kraft is the Research & Instruction Librarian for the School of Business. She is an erudite and prolific resource for this class. Ms. Kraft will be holding a research workshop in class on September 23, 2021. She has created a relatively comprehensive Library Guide for this class, which can found at https://libguides.library.cofc.edu/htmt488. You are strongly encouraged to schedule appointments with her throughout the semester. Statistics indicate that students that meet with Ms. Kraft get better grades than those that do not.

Nondisclosure Agreement
The HTMT Department does its best to support its students, especially in this, the capstone class. As such, it offers its considerable industry contacts to you in order that you can be exposed to, and get feedback from, current real-world businesses. Often this means that you will be exposed to or given confidential proprietary information/data—financial and otherwise. These businesses and their representatives share this with you with the strict understanding that you will disclose anything that is shared or offered with anyone outside of the HTMT 488 classroom. To that end, each of you will sign a statement of nondisclosure, which can be legally binding. The College of Charleston is confident that none of its students would intentionally divulge confidential and privileged information but signing the statement of nondisclosure is meant to keep you diligent about your need for confidentiality.

OAKS
The class will utilize OAKS, which is an integrated web-based learning management system (LMS) that is integrated with College of Charleston’s BANNER infrastructure. OAKS is actually a CofC name given to an LMS designed by “Desire-2-Learn.” Every student officially registered for this class is added to OAKS automatically. You should log on to OAKS through your MyCharleston portal.

OAKS includes the courses:
- Syllabus
- Calendar
The course calendar will be changed periodically throughout the semester to accommodate class dynamics.
Students are responsible for checking OAKS for updates.
- Assignment guidelines
- Grades
- Class PowerPoint presentations
- And, all other course related materials that can be formatted digitally

Center for Student Learning
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, supplemental instruction, study skills appointments, and workshops.
Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

Writing Lab
ALL teams are encouraged to attend the Writing Lab. Be sure to request “business writing” evaluation and support. Trained writing consultants will help you; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

SB Learning Goals
- Intellectual Innovation and Creativity: Students examine changing environmental trends (economic, social, technological, and regulatory), unsolved problems, and marketplace gaps to ideate a marketable entrepreneurial and/or entrepreneurial business ventures.
- Communication Skills: Students will write professional documents that are technically correct and concise and make effective presentations utilizing technological tools and ability utilizing relevant discipline specific knowledge.
- Quantitative Fluency: Students will demonstrate critical thinking skills in identifying and evaluating problems and opportunities in the business environment and apply analytical techniques to formulate creative solutions utilizing relevant discipline specific knowledge.
- Global and Civic Responsibility: Students will recognize and examine the global implications of business decisions while evaluating and integrating innovative applications of these implications utilizing relevant discipline specific knowledge. Students will also recognize and be able to appraise ethical dilemmas involved in civic decisions and competently engage in discourse aimed at resolution of these dilemmas utilizing relevant discipline specific knowledge.
- Synthesis: Students will synthesize a compliment of hospitality/tourism business skills (e.g. economics, accounting, finance, service management, marketing, and statistics) to produce a marketable business plan as judged by current industry executives.

Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

Disabilities Statement
If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me during my office hours.

References