

**Bus 101: Business Innovation and Entrepreneurial Thinking**  
**Intro for the Responsible Business Management and the Social Entrepreneurship & Business Majors**  
**Rollins Spring 2017**

**Class Schedule:**  
**6:45-9:15pm Thursday**  
**Fairbanks 112**

***About the Responsible Business Management and Social Entrepreneurship & Business Majors...Not Business as Usual!*** There are five key themes running throughout the course work offered in the majors: The Triple Bottom Line: *People, Planet and Profit*, along with *Entrepreneurial Thinking and Innovation*. It is through these lenses that we focus on responsible business management and bringing innovative and impactful solutions to business and social problems.

Students drawn to our department are seeking a better world for themselves and those across the globe. They are committed to using business as a powerful force for doing good, both inside existing organizations and as entrepreneurs solving business and social problems. Their personal quests are to become liberally educated responsible leaders.

**Course Description:**

**BUS 101, Business & Society and Entrepreneurial Thinking & Innovation**

**Catalog Description: BUS 101 Business, Innovation, & Entrepreneurial Thinking (4 credit hours):** *This course introduces students to the role of business in society and the decisions within the functional areas: marketing, management and finance. Using a simulation, products are developed, launched and managed. Explored are concepts of creativity, entrepreneurial process, Human Centered Design Thinking and social entrepreneurship. DiscoveryU allows students to engage in self-reflection to build deeper interpersonal knowledge.*

**1. Course Resources:**

- MarketPlace Live Simulation (purchase on line \$47.00)
- *Effectual Entrepreneurship*. Read, Sarasvathy, et al., Routledge, 2011 [**Do NOT SELL – text is required in other BSE courses!**] or register on [effectuation.org](http://effectuation.org) for open source access plus audio text!
- *Start Something that Matters*, Blake Mycoski [story of Tom's Shoes] (in bookstore or Amazon)
- Keirse Sorter II – free online
- Emotional Intelligence survey (\$20.00)
- **Optional:** *The Triple Bottom Line*, Savitz and Weber, JossyBass, 2014 (purchase from Amazon...we will use two chapters that are posted on Blackboard)
- **Other:** Readings, Videos, on-line content as assigned. We will use a variety of sources from *New York Times*, *Wall Street Journal*, and selected websites.

**Professor Information:**

**Office Hours:** by Appointments arranged. Email: [cjubelt@rollins.edu](mailto:cjubelt@rollins.edu).

**Location** Room Fairbanks 112

**Bio: Dr. Christine Jubelt EDDBA- Responsible Business Management and Social Entrepreneurship - Business & Society and Entrepreneurial Thinking & Innovation-** Dr. Jubelt is an entrepreneur and has over 30 years RE, Asset management, Hospitality Management, and Property Management experience. Recently she has completed doctoral research on business topics such as asset performance, CAM certification, real estate negotiation, sustainability and housing UK vs. US, and competencies of the exemplary manager and high performing property managers. She is CEO and managing member of APM Services LLC, a real estate investment management firm and has been a RE broker for over 20 years. She has participated in over \$1 billion in acquisitions on many assets. Mrs. Jubelt was employed internationally by Kempinski Hotels, China in Hospitality business development. In addition she held positions with ITT Sheraton Corporation, Four Seasons Hotels, and Helmsley Hotel Corporation. She attended the Crummer Graduate School of Business, Rollins College, Winter Park, Florida where she received her Doctorate degree and MBA.

2. **Course Goals & Learning Objectives** (note for Goals and Objectives the numerical locator reverts to goals 1-6)

**Goal 1: Discover the unique change-maker within you-Discovery!**

- 1.1 Through a process of self-discovery, identify and *celebrate* personal strengths and opportunities for improvement.
- 1.2 Develop attitudes, competencies, and skills for entrepreneurial and innovative thinking that will bring value to all aspects of your life.
- 1.3 Develop a deeper understanding self as a change agent.
- 1.4 Develop an appreciation of your personal creativity.
- 1.5 Learn to be a reflective practitioner of business.

**Goal 2: Rethink business as a force for doing good in the world!**

- 2.1 Understand the Responsible Business Management and Social Entrepreneurship & Business Majors ....Business Unusual!
- 2.2 Examine the role of business in society.
- 2.3 Explore "business for doing good" – the application of business knowledge and skills in for profit, non-profit, and entrepreneurial ventures that embraces bring value to society beyond the "maximization of shareholder wealth" model.
- 2.4 Understand business knowledge and skills as ways of "problem solving" when the problem is defined as how to create and deliver value to stake holders or how to deliver solutions to problems in the social context – health, education, poverty, etc.
- 2.5 Learn the principals of responsible business management (Triple Bottom Line), which balances social responsibility, environmental sustainability, economic growth & development with ethical behavior and global citizenship.
- 2.6 Explore issues about corporate social responsibility.

**Goal 3: Build an understanding of the functional areas of business management (marketing, management, finance and accounting).**

- 3.1 Talk business! Learn the vocabulary of business used in new ventures, firms, and nonprofits.
- 3.2 Launch a venture (via simulation) and manage the business.
- 3.3 Experience making key decisions in managing the business.

- 3.4 Learn the interdependency of entrepreneurial thinking and innovation with venture creation and business management.

**Goal 4: Embrace entrepreneurial thinking to create opportunities that make valuable contributions to business & society!**

- 4.1 Explore the idea that entrepreneurial thinking and innovation are core universal attributes within each person.
- 4.2 Demystify the myths of being an entrepreneur!
- 4.3 Learn how to create opportunities through the process of effectuation.
- 4.4 Understand that leading/acting as an innovator means being a change-agent both inside existing organizations as employee/manager, from outside an organized system as an entrepreneur, and within your own personal life.
- 4.5 Understand the dynamic and fluid processes of entrepreneurial thinking

**Goal 5: Become an innovator!**

- 5.1 Explore the concept of innovation as it connects to entrepreneurial thinking/doing.
- 5.2 Explore the connection of business and innovation -discovery and delivery of valuable solutions in the market or social context.
- 5.3 Build the skillset of Human Centered Design Thinking as a collaborative, creative, problem solving process (Ideation, empathy, prototyping and more!)
- 5.4 Build the skillset of gathering empathy (end user perspective) and the power of co-creation of value for innovation.

**Goal 6: Become a Team player!**

- 6.1 Understand the difference between group work and teamwork
- 6.2 Learn expectations of productive and valuable team players
- 6.2 Practice best team behaviors (peer evaluations used for coaching and evaluation)
- 6.3 Experience the power of collaborative problem solving

**3. Liberal Learning Objectives:**

These selected liberal learning competencies are core to a liberal education and requisite for success in Business and Social Entrepreneurship: Value of multiple perspectives, Creativity, Oral and Written expression, Self-reflection and a Deeper richer understanding of self, and Independent learning skills. The content and assignments are designed to enhance these skills.

**4. Weighted Scale and Requirements (opportunities to demonstrate your learning):**

Please know in keeping with the course goals, I value innovation. Please discuss new ideas that meet the course goals! As in any class, your final grade is a summary of the level of achievement demonstrated by your learning, indeed, owning the material, combined with the judgment of the professors about the quality of the contribution you make throughout the course. **Evidence of quality is shown by prior preparation, thoughtful articulation, accountability for quality in all things and meaningful participation.**

- **Changes to syllabus and schedule:** Expect changes. I reserve the right to revise the class schedule, assignments, and evaluation plan. If this occurs, it is because I am making “real time” adjustments to enhance the structure the course and student learning experience. You will be fully apprised of any such modifications. I promise you will not be hurt by the changes, celebrate them!

## Grading Scale:

Assignments	40% (DQ, MPL Learning Logs, DiscoveryU)
Assessments	40% (Mid-term & Final, MPL learning logs, MPL test, MPL presentation, final presentation)
Quality Participation & Other	20%*
<ul style="list-style-type: none"><li>• Informed in-class participation</li><li>• <i>*read the attendance policy carefully, multiple absences will result in course failure.</i></li></ul>	

## Discussion of Opportunities to Demonstrate Your Learning:

You will be on a journey of self-exploration and professional preparation for a path of creating value and solving problems by discovering your inner potential for entrepreneurial thinking and innovation. You will be exploring your values, fears, dreams, and preparing for maximizing your present opportunities for life-skill development as you set your sail for the future. You will learn new knowledge about the practice of business that will lay the foundation for building key competencies. *On Blackboard you will find directions, support materials, and due dates for each assignment (Note if you don't find what you are looking for ask me!)*

## The Assignments:

**Assignments are designed to be the building blocks that you use to construct knowledge and build skills.**

On Blackboard, you will have an assignment page, organized into weekly folders, that lists each assignment and provides you with an Assignment-Direction page and additional resources (should they be required to complete the assignment), links to videos and websites, etc. The place to upload/submit the assignment onto the Blackboard site is clearly visible on the site as marked by an icon on a piece of lined paper and a ruler. Due dates are found by going to the tab on the left of your Blackboard page, "Tools" → "Calendar". Assignments will vary in breadth and scope. Read the directions for assignments in advance of the nearing deadline so as to have enough time to complete with quality output and not rushed. *A best practice is to be working one or two assignments into the future. Assignments often have a number of parts and can be done in advance of the deadline.*

## Assignments will include:

**(1) DiscoveryU:** Reflections on a variety of self-assessments, or readings, videos, to explore your personal strengths and areas for further development. It is important that you have sense of your power, your needs, your gifts, etc. These assignments are to assist you in a self-exploration. Effective and ethical business practice is built on the caliber and quality of each individual practitioner, we must take responsibility for developing our best self if we are to lead and make decisions that effect the lives of others, by definition, this is business leadership.

## **(2) DQ Discussion Questions- Reflections:**

Expect Discussion (DQ)/Reflection assignments posted on Blackboard for each text chapter, often for the additional readings/videos. DQ/Reflections are often thematic explorations that knit together videos, readings, surveys, etc. and ask you to identify key facts and salient issues, always followed by asking your "aha" and "uh-o." These are to be thoughtfully completed and submitted via Blackboard prior to the class date where the topic will be discussed. Many text selections are written at a high level and require deep reading and occasional independent researching for background on terms and concepts. Thoughtfully completing the DQ/reflection gives you time to digest the material before class discussion or required application of concepts. The questions are organized: Content Challenge, "Aha",

"Uh-o" or What the Hell! This process is important to promote change in what and how you think, and to build a deeper richer understanding of concepts.

NOTE: The content challenge questions are generally pulling material out of the text. The "aha" and "Uh-o" tend to count **70%** of the grade because this is where you add the value of your thoughts and reflections and most importantly critical thinking.

- When these are assigned, bring a **hardcopy of your work to class, or your device to access it**, so you will be able to fully participate in the class discussion.
- **Standardized time of work submission:** Assignments are due 30 minutes prior to the start of class. MarketPlace Live round wrap-ups are due 11:30pm.

All assignments for this course, and their due dates, are posted in Blackboard Calendar, and may be added or changed over the course of the term. Changes to scheduled assignments will be announced in class and/or sent by email. All assignments have specific due dates. Failure to submit assignments on time will likely result in a grade reduction: after the deadline the maximum grade possible will be 20% less but same day (for a max. of 80%) and 50% next day and until submission box closes, generally on the following Sunday.

- **Archive for retrieval:** Keep all assignments in **hardcopy or backed up**. In the event that we ask for a duplicate, you need to produce one immediately.
- Use a clear retrieval formatting:  
Example: 160124 Bus 101.1 Jsmith DQ Intro to RBM and SE [date-class-name-assignment title]
- Honor Code must be signed on each submission. Work is always individually done, unless otherwise stated.

#### **About your written expression for this class**

- Papers and structured assignments, exams and presentations must be prepared using business/professional style of formatting and tone of communication. DQ/ Reflections and DiscoveryU are professional in that they require appropriate grammar and syntax, but many of the questions are personal reflections so less formal style is acceptable. Remember, even when writing an informal reflection, you must keep the READER in mind, your thoughts should be easily understood and well presented. These are not a personal journal or a diary. **Each student should schedule time with the Writing Coaches/Tutors to improve written expression (<http://www.rollins.edu/library/twc/>).** You may use APA or MLA when you cite a source.

#### **Assessments:**

Assessments are major output items that demonstrate your competencies in the body of content described in the learning objectives. You can expect projects, research and presentations, Mid-term essay/projects or tests/quizzes, and final reflective exam. In addition to a score on the Market Place Live test, the MPL will have a composite grade comprised of achievement in the key performance indicators, presentation, individual and team time-on-task, and team evaluations.

#### **Quality Participation & Attendance:**

**Participation:** This class requires in-class-participation. To participate, you must be present; physically, mentally and emotionally. If you "attend" class sessions, but you sleep, Facebook, instant message, track your stock portfolio, etc., or do not make an informed contribution, you will not be given credit for quality contribution for that day. Words that fill space and time, without purpose are not of quality.

- Quality is observable and knowable. Some clear indicators are the care and concern you demonstrate in your work, the respect you show both to the process of learning and sincere

participation in class. Just doing the work and getting something turned in is not sufficient for "A" level work.

- **Rollins Attendance Policy:** As stated in the Rollins catalog, **students are expected to attend all scheduled classes and be in class and be prepared every day. You have two days of “grace,”** but if you **miss more than two classes**, expect your participation grade to automatically be lowered. The fifth absence, will result in one letter grade deducted from the final grade; six absences result in a two-letter grade deduction and at seven absences you will fail the course, regardless of work submitted.
  - Rollins official commitments and certain religious holidays are the exceptions. If you will be missing class, you are to provide dates of absences well in advance. Illness and personal predicaments, except in extreme situations, do not constitute an excused absence and will be counted against your day of grace, referenced above or count against your total absences. If you miss a class, for any reason, it is your responsibility to follow up with a fellow classmate or contact one of your instructors to find out what you missed and to turn in assignments on time.
  - **Repeated tardiness** is not acceptable professional behavior and will result in lowering of participation grade. Missing a significant portion of class will result in an absence.
- If you miss a class, it is your responsibility to follow up with a fellow classmate. Absence from class on the day an assignment is due does not excuse you from submitting assignments that are due on that date...*if you are ill you will want to let me know.*

**Workload: Credit Hour Statement for Rollins Courses Meeting 150 Minutes Weekly for Four Credit Hours during 15-Week Semesters**

Rollins College offers four-credit-hour courses that provide three (50-minute) hours or 3 hours per week of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course’s duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time.

**In this course, the additional outside-of-class expectations are for Bus 101:**

- DQ/Reflections: weekly assignments: generally, two each week; 4 – 6 hours/week; variability determined by reading and outside activity required per each assignment. (span: 11 weeks)
- MPL: simulation six decision rounds with teamwork 3-6 hours / week (span 7 weeks)
- DiscoveryU: 1-3 hours/weeks. (span: 9 weeks)
- Human Centered Design thinking session: 6 hours (4 on site and 2 prep)
- Reflective Mid term and Final –presentation and completed essays 20 hours – 30 hours (span: 4 weeks – two weeks preceding the mid term and two preceding the final).

**Students must block the average expected time outside of class: 9-12 hours/week to support successful completion of assignments. If you find the workload too heavy, please drop the course and sign up next term when your scheduling of out of class time permits.**

**5.0 CMB Policies -Our Shared Professional Environment:**



- **Dress Code:** Our classroom is a professional environment. We will use Military Standard, the convention for work attire. Be clean and neat, modest cleavage (4-inches from the clavicle), with the second button of a shirt buttoned. When **guest speakers** are with us wear business casual: suits not required, but clean, pressed clothes, with specifications as above. Address them by their title, Mr. Ms. or Dr. and always start your question/comment by stating your name.
- Do not wear **hats**, men and women, during any class.
- **Food in the Class:** You may not bring food into classroom.... **unless** you bring enough for everyone to share. Please do not eat smelly foods in the classroom immediately prior to the class starting. We will ask you to leave the classroom. You may bring beverages to class, with lids.

## 6.0 Rollins Policies:

### Statement against Harassment

Rollins College is committed to creating and maintaining a community in which students, faculty and staff can work together in an atmosphere free of sex and gender based discrimination. Rollins is strongly opposed to all forms of sex and gender based discrimination (including sexual assault, intimate partner violence, stalking, and sexual harassment) and is committed to providing support, resources, and remedies to individuals that have experienced sex and gender based discrimination. Faculty members are responsible employees under Title IX and must share information about sex and gender based discrimination with the Title IX Coordinator. Information about available confidential resources, support services, and reporting options can be found online at [www.rollins.edu/sexual-misconduct](http://www.rollins.edu/sexual-misconduct).

### Academic Honor Code

The following text can also be downloaded from the website:

[http://www.rollins.edu/deanoffaculty/Academic Honor Code.doc](http://www.rollins.edu/deanoffaculty/Academic_Honor_Code.doc)

### The Philosophy of the Academic Honor Code

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

Each student matriculating into Rollins College must become familiar with the Academic Honor System. The College requires that students be able and willing to accept the rights and responsibilities of honorable conduct, both as a matter of personal integrity and as a commitment to the values to which the College community commits itself. **It is the responsibility of instructors to set clear guidelines for authorized and unauthorized aid in their courses.** It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Honor Code.

### The Honor Pledge and Reaffirmation

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more

detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a **binding commitment by the student** that lasts for his or **her entire tenure at Rollins** College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. **Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:**

*“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”*

Material submitted electronically should contain the pledge; submission implies signing the pledge.

### **Definitions of Academic Honor Code Violations**

Students are expected to conduct themselves with complete honesty in all academic work and campus activities. Violations of the Academic Honor Code include, but are not limited to the following:

**Plagiarism:** Offering the words, facts, or ideas of another person as your own in any academic exercise.

**Cheating:** Using or attempting to use unauthorized materials, information, or study aids in an academic exercise. This includes sharing knowledge of previously administered or current tests. The keeping of tests, papers, and other assignments belonging to former students is prohibited. Use of external assistance (e.g., books, notes, calculators, conversations with others) in completing an "in class" or "take home" examination, unless specifically authorized by the instructor, is prohibited.

**Unauthorized collaboration:** Collaboration, without specific authorization by the instructor, on homework assignments, lab reports, exam preparations, research projects, take home exams, essays, or other work for which you will receive academic credit.

**Submission of work prepared for another course:** Turning in the same work, in whole or in part, to two or more instructors, without the consent of the instructors in both courses.

**Fabrication:** Misrepresenting, mishandling, or falsifying information in an academic exercise. For example, creating false information for a bibliography, inventing data for a laboratory assignment, or representing a quotation from a secondary source (such as a book review or a textbook) as if it were a primary source.

**Facilitating academic dishonesty:** Helping another student commit an act of academic dishonesty.

**Violation of testing conditions:** Looking at other students' answers, allowing other students to look at your test, and working past allotted time are just a few examples where test conditions may be considered to be violated.

**Lying:** Lying is the making of a statement that one knows to be false with the intent to deceive. It includes actions such as (a) lying to faculty, administrators, or staff (b) falsifying any college document or record by mutilation, addition, deletion or forgery (c) lying to a member of the Honor Council or judicial affairs officer.

**Failure to report an honor code violation:** Failure to report occurs when a student has knowledge of or is witness to an act in violation of the Academic Honor Code and does not report it within five class days.

Students should know that **information, which you collected and used, must be referenced or else this is plagiarism even if you did not intend to deceive.** The usual way to provide a reference in a paper is with



footnotes. Even if the text comes, not from a book, but from a handout, a class, another student, or a faculty member, it still must be referenced properly or else it is plagiarism. I will use software programs in order to identify plagiarisms.

### **Rollins Student with Disabilities Policy**

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/disabilityservices/> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process

**Academic Honor Code:** Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College: The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work." Material submitted electronically should contain the pledge; submission implies signing the pledge. Credit Hour Statement:

### **Title IX Statement**

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407-691-1773). She will provide you with

information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX. Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix>

### **Course And Instructor Evaluation:**

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process. The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.