Syllabus: Entrepreneurship Academy Program

Program Summary: There is no exact procedure that guarantees success in entrepreneurship education and training. Yet there is a common thread – that a mindset guides the decisions empowering entrepreneurs. For the purposes of this program the term entrepreneurial mindset is defined as the underlying beliefs and philosophies that drive the behavior empowering entrepreneurs to succeed. This course also takes the approach that anyone, not just those who want to start businesses, can benefit from understanding and applying an entrepreneurial mindset to any situation that demands change in their life. This program is designed to immerse you in learning about economic development, your local region, and the essential aspects of the unlimited opportunities a different way of thinking can provide. As you learn the academic knowledge, the startup methodology, and your individual skill sets you will apply it all to the creation of a startup business with a working prototype.

Program Location and Meeting Times: Our program meets at: Clarion Venango Campus in Frame Hall: 1801 W 1st St, Oil City, PA 16301. The class meets each Monday through Thursday from 12:15PM-2:45PM during the months of September through mid- May; approximately ten hours a week for a total of 370 hours a year. Throughout the year the class will travel to many regional companies to learn about a diverse range of entrepreneurial mindsets. Visits to some of these companies will be all day (9am - 2:45pm). Transportation to site visits is provided.

Program Oversight: The Venango County Economic Development Authority oversees the program and has designated an eAcademy Advisory Committee to provide oversight and direction for the program.

Program Description: Throughout this program you will develop a mindset that will enable you to build a toolkit to: create and evaluate entrepreneurial opportunities, find and access resources, skillfully form teams, led by influence, and know the difference between being busy and being productive. In sum, this course is a journey through the fuzzy front-end of early stage entrepreneurial activity.

The eAcademy Program comprises of four pillars:

1. **Entrepreneurial Curriculum**

    The core value of the eAcademy is a lean methodology-based curriculum, as well a road map and detailed instructions on classroom activities. The curriculum is a combination of nationally-acclaimed programs, publications, and lessons that are specifically tailored for a high school student.

2. **Business Creation**

Students will form teams and work on a business idea (product or service), develop a business plan and create a working prototype. The student teams will pitch their final businesses in a Y-combinator-style "Demo Day" to investors and the community.

3. **Real-World Experiences**

Students participate in field trips to small, medium and large businesses in diverse predetermined fields that are local to the region. Speakers with diverse backgrounds and skill sets are also invited to engage with the students to impart real life lessons, and to provide an opportunity to work on actual projects within their organizations, either in the form of internships or as seed ideas for business creation.

4.**Life Skills**

Key life and career skills such as leadership, conflict resolution, communication, ethics, etc. are integrated into each aspect of the four pillars.

Main Curriculum Materials:

1. **Methodology:** There are three units covered in the pre-incubation methodology. Each unit

has 3 chapters with engaging set of visual tools that are completed by each business team. The tools include key drivers of any business: the market, customers and competitive edge. So What? Who Cares? Why You? By: Wendy Kennedy.

2. **Textbook:** *Entrepreneurship: The Practice and Mindset*, by Heidi M. Neck, Christopher P. Neck, and Emma L. Murray. SAGE Publishing, 2017. The textbook is written by professor Neck from Babson College which has the distinction of being the second-best entrepreneurship program in the nation.

3. **Business Plan Writing:** *The Business Model Canvas* is used to develop and organize the business plan contents and MVP from pre-incubation/ideation to a formal business plan. Business plan templates incorporate The Massachusetts Institute of Technology's open courseware for their popular "Nuts and Bolts" entrepreneurship course. Segments of this course are used to teach business plan writing.

4. **Additive Manufacturing:** Students will learn the design process through additive manufacturing. They will journey through how they can make an idea in their head become something they can hold in their hands. This is an approach for breaking down a complex process into manageable chunks. Tinkerine U and TinkerCAD / 123D/AutoCAD

5. **Modern Workplace Skills:** The following skills will be studied and used to complete the course goals: critical thinking and problem solving, collaboration and leading by influence, agility and adaptability, initiative and entrepreneurial-ism, effective oral and written communication, accessing and analyzing information, curiosity and imagination. These skills are based on the 7 Survival Skills by Tony Wagner. Throughout the year, the students will undergo many activities designed to develop, enhance, and inspire their leadership abilities including a 360-review focused on these skills.

Supplemental Curriculum Materials: Community excursions as well as classroom speakers from regional leadership in: business, politics, education, manufacturing, technology, distribution, supply chain management, human resources, financial, international business, exporting, sourcing and the startup community. Curriculum, classroom assignments and activities will be derived, in part, from the following textbook/books as well as additional research, current events, engineering, skill building, team dynamics, regional awareness:

1. Leadership & Personal Assessment

- Who Owns the Ice House? Eight Life Lessons From an Unlikely Entrepreneur by: Clifton Taulbert and Gay Schoeniger

- Mandela: Lessons in Leadership

- Business Model You: Osterwalder, Alexander, Yves Pigneur, Tim Clark, and Alan Smith. *Business Model You*. 2012. Print.

- Strengths Finder: Rath, T. (2007). *Strengths finder 2.0*. New York, NY: Gallup Press

- Many corporate team building, skill development and small group interaction workshops and activities.

2. Entrepreneurship

- i-Corps; National Science Foundation

- Business Model Canvas: Clark, T., Osterwalder, A., & Pigneur, Y. (2012). *Business model you*. Hoboken, NJ: Wiley & Sons.

- The Myers & Briggs Personality Type Indicator

- Value Proposition: Osterwalder, A., Pigneur, Y., Smith, A., Bernarda, G., & Papadakos, P. (2014). *Value proposition design: How to create products and services customers want.* Hoboken, NJ: Wiley & Sons.

- SCORE: business education and mentorship

- How to Fascinate: Business and personal branding

Course Expectations:

    1. Understand Your Purpose (be engaged in the process)

    2. Be Here (participate fully)

    3. Professionalism Always (be respectful to yourself and others)

Attendance: Attendance is documented and communicated with each school district regularly. Attendance is expected. School related functions such as sports and events are excused with an email or written note from a parent/guardian. Students are not required to attend eAcademy if their home school is closed. An athletic schedule is needed if a student is participating in sports. Participation is expected virtually if you cannot physically attend class. This includes road conditions because of inclement weather, transportation issues, minor illness/injury etc. If a student is behind in academic work, the student will be required to come to the eCenter on the following Friday from 12:15-2:45 to get caught up.

Academic Integrity: In teaching, learning and assessment, academic honesty serves to promote personal integrity and create respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. The following would violate the academic integrity of our program: cheating, copying, plagiarizing, submitting another person's work as one's own, using the Internet sources without citation, fabricating field data or citations, tampering with the academic work of another student, facilitating other students; acts of academic dishonesty, etc. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range from re-doing the assignment to failure of the program.

Expectations for Pitch Presentations: As a team, you will create a pitch deck and pitch your idea in a thoughtful, engaging presentation, using defensible data and research. Students will provide each other verbal and written and constructive feedback on the presentations.

Technology Usage: The eAcademy expects students to use Internet privileges as a resources in a lawful manner for creative activity, research, communication, teaching, and learning.

Our curriculum is web based. Students are expected to use computers and/or phones during class and outside of class to complete assignments and communication with each other. There is no expectation of privacy in or around the eAcademy or eCenter facilities. Any student found misusing technology will be expelled from the academy. Misuse includes: anything that breaks a law and/or anything that is problematic or harmful to the user, the recipient, those around them and/or third parties that are not directly involved but who may be affected.

Grading at the eAcademy: For students to get high school credits, grades and points are required. However, grades and points are not the focus of the eAcademy. Each day, each activity, each task, and each event has been created with an experience or life lesson as the focus; life is the curriculum and experience the teacher.

When considering a grade, the listed assignments below are combined with the level of informed engagement, participation, accountability and follow through of each individual student. eAcademy participation, accountability, and follow through is also considered when writing reference letters, when hiring for the summer accelerator, and when hiring interns.

Participation and engagement is considered but not limited to the following events & opportunities:

• daily classroom discussion

• business group dynamics

• eSpeaker questions and discussion

• accountability

• site visit questions and discussion

• recruitment input and participation

• classroom community service

• eCenter events

• startup weekend

• fall gala

• open coffees

• community events

• leadership opportunities

• networking activities

• public speaking engagements

eAcademy

empowering. engaging. enterprising.

Agreement

_____ (student printed name)

☐ I acknowledge that the eAcademy success and my personal success is dependent on

my engagement, commitment, attendance and participation.

☐ I have read and understand the policies and requirements of the eAcademy. I

understand that if I do not follow the policies there will be consequences up to and

including expulsion from the eAcademy program and returning to my home high school

district for classes.

_____(Student
Signature)

_____(Director
Signature)