



Instructor:

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Department: Finance
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Office Hours: Zoom and By Appointment (Please see below)

Class Meeting Schedule:

Class Format: Online both Synchronous lectures over Zoom and Asynchronous Material
Class Schedule: Saturday 10:00am – 4:00pm – Class 7215-0100 (3012)
Saturday, May 16
Saturday, May 30
Saturday, June 06
Office Hours: Zoom Time Scheduled via Carmen Course Home Page and By Appointment

Course Materials:

- (1) *A detailed outline of course content and assignments for each session can be found online at the Carmen/Canvas website for the course.*
 - (2) *Course packet, which contains the cases. This is available from Harvard Business School Publishing (HBSP). A link to HBSP and the course packet can be found on the Carmen course home page.*
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Course Description:

Entrepreneurial Finance at its core can be defined as a dynamic two part process in which companies invest in both real and human capital assets and then find the financial capital necessary to pay for those investments. The financial decision process traditionally begins with an entrepreneur working on his/her concept, buying a laptop and then realizing they have no money to move forward. Many an entrepreneur would have saved themselves an inordinate amount of personal and financial grief if they had initially spent time crunching the numbers and performing sensitivity analysis regarding the economics of their business model before leaving their current jobs or mortgaging their homes for the proverbial American Dream of becoming “Your Own Boss.”

Even with the “numbers” in place, Entrepreneurs are often faced with a plethora of other factors and realities that will factor into whether or not their fledgling enterprises are successful. Decisions are often made around personal emotions, incomplete information and assumptions about the future. This case based class is designed to expose the student to a multitude of finance and business related challenges faced by Entrepreneurs and how to begin framing the issues, establishing key evaluation criteria and generating viable financing alternatives to aid in decision making that can affect private enterprises and ultimately one’s business career.

Prerequisites:

Please consult your Academic Advisor

Course Learning Outcomes:

By the end of this course, students should successfully be able to:

- Deliberate the Risk and Reward of being an Entrepreneur
 - Understand and convey basic methodologies in harvesting and presenting an idea
 - Define Pre-money vs. Post-money and the implications of not understanding each
 - Understand the mechanics of a Cap Table
 - Explain the role and value of a Venture Capitalist and Board Member
 - Discuss the various financial resources available to an early-stage company
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How This Course Works:

Mode of delivery: This course is 100% online. Course lectures will be held synchronously on Zoom during the assigned course dates and times. You must be logged in to Carmen at the scheduled time and **ATTENDANCE IS MANDATORY**. Additional class material will be provide asynchronously.

Pace of online activities: This course continuously builds upon each previous lecture. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **1.5-credit-hour course**. According to [Ohio State policy](#), students should expect around 1.5 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 3 hours of homework (reading and assignment preparation, for example). This will be adjusted based on our weekend schedule.

Class Preparation:

Thorough preparation—by students *and* instructor—and active participation are essential to a successful case course. Learning comes from struggling with the issues outside of class, then discussing the conclusions (and the struggle) in class. Unprepared students personally miss out on most of the learning and also cheat their classmates because they cannot contribute fully to the learning that occurs in class.

You will be given some preparation questions to help guide your analysis of a case. These questions are not designed to be comprehensive, and I encourage you to explore relevant issues beyond the questions in the guidelines. Depending on how the class discussion unfolds, we may talk about some of the study questions but not others. At a minimum, each team should address the study questions prior to class, and each student in the group should understand the team's analysis and decisions.

Virtually every case requires an “answer” or a decision, and you should arrive in class prepared to explain and defend your decision. It is unacceptable to arrive in class without having made a decision, and statements like, “There wasn’t enough information,” will be scoffed at publicly!

Decisions must be made every day with less information than one would like to have.¹

To encourage preparation and facilitate class discussion, students will be called on in class to share their insights and analysis. During lecture/discussion sessions, students are expected to have completed the assigned reading before class, and I will likely call on students during these sessions also.

Grading and Faculty Response:

For purposes of assigning final grades for the course, approximate weights will be the following:

Attendance/Class Contribution	10%
Individual Assignments	10%
Team Assignments	15%
Quizzes	10%
Final Exam	50%
Key Lessons Worksheet	2%
Peer Team Review	3%
Total	100%
Peer Class Contribution	½ letter grade

Please note: Late submissions will **NOT** be accepted. Please refer to Carmen for due dates. The standard OSU grading scale will be used.

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will do my best to reply to emails within **24 hours on days when class is in session at the university**.

Peer Review:

One bothersome aspect of group work is that it is difficult for the instructor to assess each individual's contribution to the team's output, and this may tempt some students to free ride on the efforts of their teammates. Peer review will be used to allow students to provide useful information about teammate contributions, to help avoid the free-rider problem and, if some students bear more than their share of the load, to reward those students. Each student will have a total of 200 points to award to the other members of his or her team. The points that you allocate should be proportional to the individual's contribution to your team over the course, as you perceive it. For example, if you think that Teammate A contributed twice as much as Teammate B, then Teammate A should get twice as many points as Teammate B. Since each student awards 200 points to teammates, the average score received from peer review is also 200 points. The peer review forms will be completed at the end of the course. The form must be signed (it is not anonymous), but will be kept *confidential*. That is, students may be told the total number of points awarded to them by their teammates, but they will not be told the points given by individual teammates. Since peer

¹ It is perfectly fine to explain your decision based on the information available, and then to state the additional information you would like to have and how you would use it.

review is an important component of course grades, please take this responsibility very seriously—a frank and honest evaluation is expected.

Class Contribution Components:

In order to emphasize the necessity to be prepared for and to contribute to each class, class contribution will comprise a significant portion of your grade. As is the case with real world work environments, you are judged not by what you know but by what you **contribute**. Even if you feel that you know the material, unless you share your insights with the class, I cannot adequately evaluate your preparedness and contribution. Students are never penalized for making comments which don't appear to be the "right answer." It is only through consideration of many diverse opinions and viewpoints that we will move toward a greater shared understanding of the multi-dimensional material which this course entails.

There are three components of the class contributions grade: Student responses to core case analysis questions, overall Instructor evaluation, and overall peer evaluation.

Student Answers to Core Case Analysis Questions: The Socratic Method will be used to organize case discussions. For each case discussed during the course, I will have a number of critical questions that are at the core of analyzing the case. These critical questions may or may not be the same as the preparation questions that are provided for each case. I will randomly choose students to answer each one of these critical questions should there be no initial volunteers to open the class discussion. When I call on a student, that student has three options:

- (1) *Answer the question.* In answering the question, the student presents his/her analysis of this aspect of the case. (***Please note: in general, you should be able to identify the key issues, problems and opportunities facing the central case protagonists, to articulate and evaluate alternative approaches to problems, and to describe the course of action that you recommend and the reason for your recommendations***). It may be the case that the student does not agree that the question asked is an important question. If this is so, a discussion about what constitutes an important question is entirely appropriate.
- (2) *Pass.* Each student has the opportunity, one time during the course, to pass on answering a question. We all have complex lives, and this opportunity acknowledges that complexity. However, you can only pass once. If you are absent (unexcused absence) from class, it is counted as a Pass. If you pass a second time (either by attending class and answering "Pass" when called on or by not attending class [unexcused absence] your class contribution grade will be adjusted down.
- (3) *Fake it.* If a student has not read and analyzed the case, he/she may try to bluff through the questioning. Faking may appear to be a particularly attractive alternative if a student has read, but not analyzed, the case. However, faking it is a very risky strategy. If I determine that a student is faking it, that student's class contribution grade will suffer accordingly.

Overall Instructor Evaluations: Of course, students who are not asked core case analysis questions for a particular case are free to volunteer their insights and analyses to the ongoing discussion. The quality of this volunteer contribution is the primary determinant of a student's overall peer evaluation and Instructor evaluation for class contribution scores. I will evaluate each person's contribution for each and every class and keep a running score on class contribution. You are welcome to check anytime to see how you are doing.

Overall Peer Evaluations: Towards the end of the course, I will distribute a Peer Class Contribution Evaluation form. On this form, students will be asked to list (number to be determined

by class enrollment) students in the class who, in their opinion, consistently demonstrated excellent class contribution throughout the course. Students may not list themselves on this form. For accounting purposes, each student will need to sign their Peer Class Contribution Evaluation form which will be kept confidential. The Peer Class Contribution Evaluation form must be returned to me no later than the last scheduled class of the course. Students who fail to turn this form in on time will not be eligible to receive a bonus class contribution grade.

Class Contribution Evaluation Criteria:

I will assign points for each student's contributions in class. These points will be based on the quality and to a degree the quantity of the student's classroom questions, comments, and responses to questions posed by the instructor and classmates. As mentioned earlier, at an absolute minimum, each student is expected to attend class, be familiar with the case and to understand his or her team's analysis and conclusions—evidence to the contrary will be negatively viewed. Here are a few examples of class contributions that will be positively viewed:

- Carefully explaining the major factors affecting a decision, how they were evaluated and how the different factors were weighed.
- Providing an insight about a company's operations that was not provided in the case discussion but was gleaned from the data.
- Describing a situation you have experienced or read about that bears on the discussion.
- Pointing out an error or weakness in someone's argument/decision, providing an alternative approach and explaining why the alternative should be preferred.
- Exploring an issue that arises naturally from the case but was not raised in the case itself or in the study questions.
- Sharing any sensitivity analysis or business models that were done in Excel.

If you are unwilling or unable to voluntarily contribute to class discussions on a regular basis, I urge you to consider taking a different class. This course, by its nature, depends on lots of student input in class to maximize learning, and substantive contributions are required to earn a good grade for the course.

Food for Thought:

As mentioned earlier, students will be called on during class. Consider it your own personal opportunity to contribute to your classmates' education and to develop your ability to think on your feet and speak extemporaneously. Mistakes will be made, but we all learn from our mistakes, and from others' mistakes.² I recognize that this creates a certain level of tension for some students, and I will try to be sensitive to anxiety-induced brain cramps. This is an opportunity to gain practice overcoming such anxiety, a skill that will serve you well in years to come.

It is important that different opinions, assumptions and methods of analysis be discussed in class. It contributes greatly to the learning process if, when you disagree with a classmate, you explain clearly what you disagree with, why you disagree, and how you think the decision should be made.

² I can virtually guarantee that the instructor will publicly embarrass himself several times during the course.

This can be done energetically, but with respect for your classmates—belligerence is unnecessary and counterproductive.

Instructor Judgment:

Grading is more subjective in this course than in many Finance courses, and I want to make sure everyone understands this clearly up front. I strive diligently to be fair and impartial when making judgments regarding quality of work, professionalism and creativity as compared to others, but it is a fact of life that the judgments must be made.

Course Technologies:

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

Discussion and Communication Guidelines:

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For a textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policy:

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete any quizzes or exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA/?]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State’s Academic Integrity Policy:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright Disclaimer:

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your Mental Health:

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

Accessibility Accommodations for Students with Disabilities:

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Religious Accommodations:

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Weather or Other Short-term Closing:

Should in-person classes be canceled, unless otherwise announced by the university, online or distance-learning classes will occur as scheduled.

Please Note: In the Event of a University Directive, the following Schedule could be subject to change with less than 24 hours' notice.

Module I – Introduction: Legal Forms of Organization/Tax and Pitching

May 16 Saturday (Live Zoom Class 10:00 AM – 4:00 PM)

Reading: The Choice of Business Entity: Corporate, Pass-Through & Disregarded... (UV5219)

Class Discussion Questions:

1. If you were starting a company today, what corporate structure would you choose?
 2. What key factors influenced your decision?
 3. What would be the first 3 steps you would take in starting your business?
 4. How do you memorialize actions taken in setting up your legal entity?
 5. How should you take in and account for the initial cash infused into the company?
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Reading: A Note on the Legal and Tax Implications of Founders' Equity Splits (9-809-110)

Class Discussion Questions:

1. Should you start a company as a solo founder or have a co-founder(s)?
 2. How many shares should you incorporate with?
 3. What is the value of vesting?
 4. What is an 83(b) election and why is it important to consider?
-

Reading: Ownership, Control, and the Role of Equity in New Ventures (UV8138)

Class Discussion Questions:

1. You have formed a legal entity, how would you allocate equity ownership?
 2. How can you protect yourself in either receiving or distributing equity?
-

Reading: A Note on Pre-Money and Post-Money Valuation (A&B) (9-801-446)

Class Discussion Questions:

1. As an investor, calculate the total future dollars returned upon a successful exit given the following assumptions:
 - a. Investment: \$25,000
 - b. IRR: 50%
 - c. Exit: 5 Years
2. What percentage of a company should you expect to receive for an investment of \$1,000,000 given a company valuation of \$4,000,000?

Individual Assignment:

Please prepare a two-minute pitch regarding a business opportunity or idea that you will present to the class. I would like you to also either start off or end your pitch with a 10 word or less memorable description of what your opportunity or idea is. For example, "We're the Chipotle of Pizza." Please note, given the sheer number of students, I will be diligent in cutting you off at the two-minute mark.

The Opportunity and the Idea

Your task is to determine the business subject of your 'pitch.' In general, you should try to look for something that builds on an area of opportunity as defined in your readings and your business or personal life. Remember, that most opportunity results from fulfilling an unmet need or solving a particular problem or pain that:

- Addresses a significant pain point in your industry
- Stems from a technological innovation or discovery
- Capitalizes on a social or demographic trend
- Recognizes a gap or need in an existing system
- Sounds like fun and a good opportunity to you

The business idea that flows from this opportunity does not have to be fully fleshed out. It would not be realistic to think that every idea presented would be a "homerun" i.e., provide an investor with 10x on his/her money. That being said, have fun with this and build on something that interests you no matter how far "Outside of the box" you go... On the other hand, I do expect that you have thought about this enough that you can give a compelling pitch following the guidelines in your reading as well as your instincts and experience.

The Pitch

The key to this is to communicate your idea and the potential of your opportunity in a clear and concise manner i.e., what pain point does your idea solve and for whom; who would actually pay for this, and how much; how big is the opportunity.

Please practice! You may find that two-minutes are far longer or shorter than you might think once you have prepared yourself.

Please note, it is not necessary nor expected that you prepare a PowerPoint presentation. That being said, if you do wish to show the class something in PowerPoint, I will have you present after those without a PowerPoint present.

Module 2 – Assembling Financial Resources

May 30 Saturday (Live Zoom Class 10:00 AM – 4:00 PM)

Class Lecture: Fundamentals of Venture Capital
Reading: Class PowerPoint Presentation (*downloadable via Carmen*)

Reading: Note on Private Equity Securities (9-200-027)
Class Discussion Questions:

1. What is a one year cliff and why would you want one in your option program
 2. Would you brag at a cocktail party that as an early investor, you made a \$5,000,000 straight preferred investment in Google?
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Reading: Boards for a New Venture: Putting Together Boards and Working with Them (UV2016)
Class Discussion Questions:

1. Why might you need a board in the first place?
 2. What compensation schedule would you offer directors of a startup?
 3. How might you mitigate personal liability by being a board member?
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Case: Public Data Systems, Inc.: Investor Presentation (*downloadable via Carmen*)
Class Discussion Questions:

Please review the PDS presentation and prepare your thoughts to the following questions:

1. What is your assessment of the presentation?
2. Would you feel compelled to invest in their idea/opportunity?
3. Value the company:
 - a. What Pre-money valuation would you place on the company?
 - b. What valuation methodology would you use?

Please note, I am aware that this assignment is full of ambiguity. There are no right or wrong answers. My expectation is that you have thought about the above questions, made some assumptions and come up with answers that can be discussed in class.

Module 3 – Dynamics and Structuring of Financing Rounds

May 31 – June 06

Watch: Documentary Startup.com
Case: Documentary Case Study: Startup.com
Class Discussion Questions:

Please watch the documentary Startup.com, and prepare your thoughts to the following questions:

1. In your opinion, what did Startup.com do right?
2. In your opinion, what did Startup.com do wrong?
3. What do you think is the upside and downside of working with friends?
4. What are your thoughts regarding an employment agreement??

June 06 Saturday (Live Zoom Class 10:00 AM – 4:00 PM)

Case: A Dilemma, the Sole or Onglet? (1-100-107) (*downloadable via Carmen*)
Readings: A Note on Valuation of Venture Capital Deals (E-95)
Funding New Ventures: Valuation, Financing and Capitalization Tables (9-806-058)

Team Assignment:

This case involves putting together a Capitalization Table based on a scenario where you play the role of advisor/consultant to a group of Entrepreneurs. You should build a base and secondary model in Excel to answer the listed questions at the end of the case.

Reading: Process of Going Public in the United States (9-105-016)
Class Discussion Questions:

1. Why do companies go public?
2. What service providers do you need to take a company public?
3. What is a prospectus and how do you get one?

June 07 (11:00am) – June 09 (11:59pm)

Online Final Exam

1. Complete the Key Lessons Learned Memo and Submit via Carmen
2. Complete Team Peer Review and Submit via Carmen
3. Complete the Peer Class Contribution Form and Submit via Carmen

Additional Administrative Points:

Notification of Scores and Final Grades: The results of any graded materials, including final grades, WILL NOT be given by the instructor to individual students via phone, US post, e-mail, or verbally in person.

Materials submitted for grading throughout the course will be returned to students generally within one week after submission. Students with invalid absences on the return date must retrieve their materials at the instructor's office.

Students may obtain their final grades online by accessing the University Registrar link.

Disability Services: The Office of Disability Services verifies students with specific disabilities and develops strategies to meet the needs of those students. Students requiring accommodations based on identified disabilities should contact the instructor at the beginning of the course to discuss his or her individual needs. All students with a specific disability are encouraged to contact the Office of Disability Services to explore the potential accommodations available to them.

Appeals: Grading errors should be corrected. Appeals must be in writing within two weeks after the graded work is made generally available—not the date you first look at it. If the end of term is within the two-week period, the two weeks will start at the beginning of the next semester. In general, the entire document will be checked for grading errors, and correcting these could either raise or lower the overall score.

Academic Misconduct: Cheating is grounds for failing the course and additional sanctions. In accordance with Faculty Rule 3335-31-02, all instances of alleged academic misconduct will be reported to the Committee on Academic Misconduct, which recommends appropriate sanctions to the Office of Academic Affairs.

Absences & Make-Ups: In general, work related conflicts or overlapping requirements due in other classes are NOT valid excuses for missing assignments. In cases of valid family, health or safety emergencies, students must contact the instructor PRIOR to the assignment deadline. Unexcused absences will result in a grade of zero (0) for any missed assignments.

It is the sole responsibility of absent students to obtain any missed class notes, handouts, etc. In general, the instructor will not provide missed handouts to absent students during subsequent class periods. In addition, the instructor will generally not discuss missed material with an absent student until that student can provide evidence that (s)he has worked diligently at understanding the material missed.

Waitlisted Students: Students who are waitlisted and seek to enroll must attend class through the first class session of the second week of the semester/term. After that date, students who have not been added will not be enrolled and may not continue to attend the class. Waitlisted students should contact either the Fisher Undergraduate Program Office or the Department of Finance office if they have any questions regarding the waitlist process.

Disenrollment: University Rule 3335-8-33 provides that a student may be disenrolled after the third instructional day of the semester/term, the first Friday of the semester/term, or the student's second class session of the course, whichever occurs first, if the student fails to attend the scheduled course without giving prior notification to the instructor.

COVID-19:

Student COVID-related Accommodation Process

The university is committed to supporting students and program participants with COVID-19 based risk factors. Student Life Disability Services, in conjunction with the Office of Institutional Equity, will work with students who are vulnerable to complications from COVID-19 to ensure that they have the necessary resources to participate in university life as safely as possible. Ohio State students from any campus may submit a [COVID-related accommodation request](#). Students registered with Student Life Disability Services can work directly with their [assigned Access Specialist](#) to modify their accommodations or make additional COVID-based accommodation requests.

Syllabus Statement with COVID Process Addition

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Safety and Health Requirements

All teaching staff and students are required to comply with and stay up to date on all [University safety and health guidance](#).