

## UCSC Crown 95 GetVirtual Business Assistance Internship Winter 23 Syllabus

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### **COURSE INTRODUCTION**

Crown 95 teaches students basic business development, customer discovery, and the entrepreneurial mindset. Students are trained in the use of agile iterative product design processes, including the lean startup and design thinking methodologies and apply to deliver real solutions to local businesses suffering the economic fallout.

This hands-on service course is designed to help local firms while teaching students how to directly work with small businesses. The course is structured around the delivery of an optimized website for the businesses and social media marketing campaign to accompany its launch. Students are trained on all the necessary steps to bring a business enhancement project to completion. They shadow a few intake calls and client assessment interviews with the Instructor and/or community mentors.

As a team, the students decide which businesses to take on and the possible solutions. An account manager is assigned to lead the project. The account manager writes up a proposal, forms a team to execute the scope of work or create an onboarding sheet for the next class cohort to complete. The instruction team, the instructor and two [GANAS](#) (Hispanic Student Serving Program) intern project managers, is considered the quality control person. They are copied on all client communication. The detailed process of how the internship works can be found in the Agenda of this syllabus.

### **COURSE and CLASS DESCRIPTION**

Crown 95 is a community service oriented class. It provides supervised learning experiences where students reflect on, communicate, and integrate principles and theories from the classroom in real-world settings. Service learning provides students with an opportunity to integrate their academic coursework with community involvement. The goal of this educational approach is for students to gain valuable practical skills while giving back to the community.

### **LOGISTICS & COURSE METHODS**

Class meetings: The class meets twice a week for instruction on managing and executing solutions. These meetings include guest lectures from local industry leaders and entrepreneurs. Class times are 90 minutes and roughly split between 30 minutes of new material, 30 minute project progress updates and 30 minutes of feedback on assignments based on the previous week's client and student work. During these check-ins, the team makes client intake decisions, gives project progress reports on active projects, forms teams for scope of work executions, assess individual team members' workload and discusses any questions or challenges. In addition, the teams have weekly meetings with the clients outside of class.

Communications: The Instructor will rely heavily on Canvas Announcements and email to pass on information pertaining to the class in a timely manner; therefore it is your responsibility to check your UCSC email and Canvas account. They will respond within 24 hours to a message.

Please note, they do not respond to emails asking for information contained in the course syllabus, other handouts on Canvas. All class handouts, articles, and required readings will be in the Class Google Drive. Reference Texts will all be Available Online in the Class Google Drive and in Canvas.

### During the Quarter

Instructor Feedback: They will provide direct comments and feedback on your assignments during class workshops and critiques as well as the assignments that are uploaded to Canvas. For major assignments, a grading rubric that will be available prior to submitting your work.

Student Feedback: At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback for student teamwork and the class will help me consider modifications to the course that will help future students learn more effectively.

### Class Participation & Engagement

Each class member is expected to contribute to the dialogue or discussion. You may participate by:

- Asking a question and/or Making a comment or observation
- Responding to a question asked by the faculty, guest presenter, or other class members
- Help others in an experiential learning
- Share key insights post-experience both small group and large group discussions

Your opinions and concerns are important, and you are encouraged to share them with the group. You are encouraged to listen carefully to what others have to say to build a positive learning dialogue for all.

This class celebrates the importance of creating a diverse environment and enthusiastically encourages Black, Indigenous, Peoples of Color, LGBTQIA+, Immigrant, women, and people with disabilities and neuro-diversity, to take the class and are welcome.

### Attendance

By taking this class you are agreeing to be present in class at every weekly lecture and daily meetings. If you miss more than three lectures throughout the quarter, you will receive an F grade in the class.

If you do need to miss any class, you must email us at least 24 hours prior to the class you will be missing. If you fail to do so, you will not get credit for any make-up assignment(s) for the missed class, which, if not completed, will jeopardize your final grade in the class.

### **KEY LEARNING GOALS/OUTCOMES & CONCEPTS**

There are many aspects to being a successful freelancer. This class teaches students the basics to starting an online consulting business. Through dialog that emerges from the lectures, workshops, readings and research students will Acquire Proficiency in the following topics:

- Basic Project Management concepts, processes and execution
- Assess Client and Business logistical and administrative needs
- Develop proposals that include the scope of work and schedule of tasks
- Project manage the execution of solution and client expectations
- Implement and execute said tasks
- Take meeting minutes

- Provide high-level virtual business analysis
- Analyze results through company analytics, team and self-assessments
- Directly interact with businesses using best professional and communication practices
- Gain Team Management Skills
- Assess skills, values of self and others to develop team
- Create roles and responsibilities
- Manage teams of other students and community volunteers
- Determine, gather and analyze project performance metrics
- Close-out project at end of quarter with % completion of tasks and directions for onboarding next cohort

**Time commitments:**

In order to meet this 5-unit 10-week course requirements, you must plan to meet these time commitments weekly, 15 hours that are broken down as follows:

- 1.5 hours total = half hour GetVirtual Progress meetings three times a week
- 3 hours of weekly lecture, workshops & guest lecturer
- 3 hours of interviews with potential customers, partners, domain experts
- 3 hours doing research, writing proposals, writing emails to clients
- 4.5 hours of executing and/or managing completion of tasks

**Reference Texts: All Available Online in the Class Google Drive**

**Required:**

1. [Team Writing](#): A Guide to Working in Groups,
2. [CliftonStrengths for Students from Gallup](#) (for those that have not taken this assessment)

**Optional Texts:**

- [Building your online store with WordPress and WooCommerce](#) : Learn to leverage the critical role e-commerce plays in today's competitive marketplace,
- [The pragmatist's guide to corporate lean strategy](#) : Incorporating lean startup and lean enterprise practices in your business,
- [Lean enterprise : adopting continuous delivery, devops, and lean startup at scale](#) and [UX for Lean Startup](#) both on the O'Reilly Platform
- [Online growth options for retailers](#): three essays on domestic and international growth strategies with online retailing
- [Design Thinking for Strategy : Innovating Towards Competitive Advantage](#),
- [Agile Project Management](#): Management for Success

**Academic Components**

Course Requirements with Grade Weight - Credits 5 for Letter OR Pass/Fail - Lower Level Course - General Education Code(s): PR-S.

**Exams & Finals**

This course does not have any exams, including a final exam. The quality of the final presentation, team participation and execution of client projects demonstrates comprehension of the class.

Your Final Project is to create and present a short “Lessons Learned” presentation about your work with GetVirtual and what you learned from the course. Tell the “entire” story of your journey through the GetVirtual process from start to finish.

Students are graded on their individual and team work.

**Assignments:** The two weeks of assignments are for the student to do self examination and understand their values, interests and strengths. The third week, we begin transitioning to skill development through workshops as well as learning the process of being a successful freelancer including a draft proposal to an imaginary client and team player and building websites. Many of the deliverables will have templates to be used by students and allow the weekly topics to be integrated.

The work during weeks 4-8 is completely focused on projects working with ‘real’ clients in the community. Throughout the quarter there will be guest speakers. Students will be expected to write short summaries of their main topics and key takeaways. Students are also expected to keep a work journal that notes their work. There will be several individual short oral presentations based on the clients and tasks the student is working during. The last week of class, a final project that includes Individual Lessons Learned Final Presentation (5-6 minutes) and 2 minute Video, is due.

**Week 1 Assignments:** Values Assessment, Clifton Strengths for Students Assessment & Reflection, Daily Progress Work Journal Set Up, Fill out Intro to Class Form

**Week 2 Assignments:** Getting to Know Yourself: Vision Boards, Letter To Future Self, Skills Gap Assignment, Values Assessment Reflection, Assignment Client Availability Form, Keirse Personality Test & Reflection, Assignment Wix Tutorials, Business Proposal for Pupperville, Post Wix Workshop Assignment

**Week 3 Assignments:** Wix ECommerce Sample Site, Draft Team Proposal Guest Speaker: Toby Corey Summary, Hashtag Research

**Week 7 Assignments:** Individual Presentations, Assignment Guest Speaker: Rick Vargas Summary

**Week 8 Assignments:** Self-Evaluation Paper, Peer-Evaluation Form, Guest Speaker: Harini Boienipelly Summary

**Week 10 Assignments:** GetVirtual Individual Lessons Learned Final Presentation (5-6 minutes), GetVirtual Member Individual - 2 minute Video, Submit: Final Project Close Out Form

**Grades Breakdown**

Component	Points/ Percentage
Attendance/Class Participation	15%
Daily Project Journal of Work completed and active tasks	10%
Completion of Personal Assessments	25%
Execution of Client Projects	25%
Team Members Feedback	10%
Final Presentation and Portfolio of Work	15%

**Weekly Schedule:**

The Instructor reserves the right to make changes at any time. The schedule below is for the weekly instructions. Once students have chosen their projects, each class begins with Project Progress Meetings.

Date/ Time	Themes/ Learning Outcomes/ Activities	Reading & Other Materials to Complete Prior to Class	Milestones/ Assignments
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<b>Week 1 - Introductions, Who are we? What skills do we have?</b>			
Date: 1/10/23 Time: 5:20pm	-Introductions of class and each other	-Getting to know one another Laying out the vision for the course and interns	The students need to participate in all the platforms.
Guest Speaker		Toby Corey - GetVirtual Founder	30 mins + 15 ?s
Date: 1/12/23 Time: 5:20pm	Self Assessments + Platforms	-Using the following platforms: Google Team and Course Drives -Course platforms: Clickup PM -Discord - Communication -Doc Control & File Architecture -Process and Interview Document	-Gallup Strengths, Myers Briggs & Values Assessments -Letter to oneself and vision board -Skills & Strengths -Desired Outcomes
<b>Week 2 - The GetVirtual Process</b>			
Date: 1/17/23 Time: 5:20pm	Clients and Solutions	First Project Progress Updates & Choices	-Assess Client/Business needs,
	Clients and Solutions	First Project Progress Updates & Choices  Wix workshop #1 - Intro to Wix How to start working on platform Tips and Tricks on Design Elements	-Myers Briggs Personality Type -Assess Client/Business needs,
Guest Speaker	Ohad Bolotin	Head of Academic Partnerships at Wix.com	45 mins + 15 for questions?
Date: 1/19/23 Time: 5:20pm		Wix Workshop #2	-Make Draft Websites for Clients
Guest Speaker	Ohad Bolotin	Head of Academic Partnerships at Wix.com	45 mins + 15 for ?
<b>Week 3 - Customer Discovery and Business Mechanics</b>			
Date: 1/24/23 Time: 5:20pm	Assessments Solutions Discovery,	Asking Questions for Value Propositions, Customer Segments Formulating (form matrix of quality control, KPIs after Getting Backend), Customer Discovery	-Assess Client/Business needs -Develop scope of work and schedule of tasks
Date: 1/26/23 Time: 5:20pm	First Student Presentations	In-Class Proposal Writing Workshop	-Student Individual Presentations Project
<b>Week 4 - Solutions &amp; Proposals</b>			
Date:1/31/23 Time: 5:20pm	Social Media Research	What research goes behind scheduling posts on social media? Hashtags, best times to post, best practices, etc	

Date:2/2/23 Time: 5:20pm	In-class Social Media Workshop	In-class Social Media Workshop  How do we use automated social media tools, using the research that was conducted? User Behavior Online Customer Behavior and Feedback NPS / Surveys / Interviews Designing Real KPIs (customer interactions)	<a href="#">Business Model Canvas</a>
<b>Week 5 - Leadership and Management</b>			
Date: 2/7/23 Time: 5:20pm	Communication + Review Presentation Guidelines  Communication+Professionalism  In-Class Workshop:	Communication + Review Presentation Guidelines  Communication+Professionalism  In-Class Workshop:	
Date: 2/9/23 Time: 5:20pm	Conflict Resolution  Case Study on Conflict Resolution  In-Class Workshop	Conflict Resolution  Case Study on Conflict Resolution  In-Class Workshop	30 mins + 15 for questions?
<b>Week 6 - Team Dynamics</b>			
Date: 2/14/23 Time: 5:20pm	Mentorship check-ins	- Assessments	Watch Steve Jobs present iPhone
Guest Speaker	Rick Vargas	Lessons from working with Steve Jobs	30 mins + 15 for ?
Date: 2/16/23 Time: 5:20pm	Career Practicum: Team Dynamics	Professionalism, Communication, Neurodiversity Focusing a Team (metrics are key feedback mechanism)	
<b>Week 7 - Implementation of Solutions</b>			
Date: 2/21/23 Time: 5:20pm	Culture and Leadership	What is Corporate Culture and how is it built	<a href="#">Netflix Deck</a>
Guest Speaker	Patty McCord	Netflix: Building a Culture of Freedom and Power	30 mins + 15 for questions?
Date: 2/23/23 Time: 5:20pm	Sharing	Individual Presentations	
<b>Week 8 - Project Close-Out</b>			

Date: 2/28/23 Time: 5:20pm	Testing	Students assess themselves and their Team Members	Self and Team Assessments Presentations
Date: 3/2/23 Time: 5:20pm	Sharing	Individual Presentations	Presentations
<b>Week 9 - Assessment before Project Delivery</b>			
Date: 3/7/23 Time: 5:20pm	-Project Close-out	Close-out project at end of quarter with % completion of tasks and directions for onboarding next cohort	
Guest Speaker	Jeremy Neuner -	Head of Launchpad@Google (Google for Startups)	30 mins + 15 for ?s
Date: 3/9/23 Time: 5:20pm	In-Class Client Workshops	Teams continue working on outstanding tasks and close-out items for hand-off	
<b>Week 10 - Wrap - Up</b>			
Date: 3/14/23 Time: 5:20pm	-Lessons Learned Presentations -Wrap-Up	What worked? What didn't? How could it have been better? Being Final Individual Presentations	Final Handbook & Students Present
Date: 3/17/23 Time: 5:20pm	Final Portfolio	Final Individual Presentations	Students Present

## UNIVERSITY POLICIES

### Academic Integrity

All members of the UCSC community benefit from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve the integrity of scholarship.

Rules for collaboration: This is a course that covers a lot of ground and is intended to be accessible to students with varying degrees of expertise and interest in entrepreneurship. Group work is expected with an equitable division of the labor.

Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Misconduct page](#) at the [Division of Undergraduate Education](#).

For this class, academic integrity includes:

- Incorporating proper citation of all sources of information
- Submitting your own original work with citations from the other team members
- Academic misconduct includes, but is not limited to, the following:
  - Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
  - Plagiarism, including use of Internet material without proper citation

### Accessibility

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first two weeks of the quarter. At this time, I would like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

You can find further examples of accessibility and inclusivity statements in [CITL's Sample Syllabus Language](#).

### Intellectual property

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise



disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

### **Religious Accommodation**

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

### **All Gender Bathrooms**

UC Santa Cruz is committed to the well-being of all students and cares about all students feeling safe and welcome, regardless of their gender identity, expression, and/or embodiment. The [Lionel Cantú Queer Center](#) has worked with students and campus staff to create more safe and accessible restrooms for transgender and genderqueer students, staff, faculty, alumni, and UCSC visitors. A [complete list of all-gender restrooms](#) on campus was compiled and is maintained by the Cantú Queer Center.

### **Principles of Community**

Instructors may want to involve students in the preparation of principles of community for your course. This allows students to be partners in deciding what guidelines you will collectively follow to ensure free, open, and respectful discussions. A sample of such principles appears below:

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term ● be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in what we are studying. Refer frequently to the texts, workshops and experiences and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

[Title IX](#)/ Care Advisory

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under [Title IX](#). If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and [CARE](#) advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact [CARE](#) at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University’s [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

### **Difficult Conversations**

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

### Report an Incident of Hate or Bias

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

### Counseling and Psychological Services

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

### Student Success and Engagement Hub

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

### Tutoring and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

### Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction. To get started with SLUG Support, please contact the [Dean of Students](#) Office at 831-459-4446 or you may send us an email at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu).

### Slug Help/Technology

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email [help@ucsc.edu](mailto:help@ucsc.edu).

### On-Campus Emergency Contacts

[Slug Help/Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 9-1-1 in the case of an emergency.

### Land Acknowledgement

“The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.”