
UCSC Crown 95 GetVirtual Business Assistance Internship

Summer 2024 Syllabus

Class Instructor: Deborah Lindsay

Email: delindsa@ucsc.edu

Class TA: Valerie Elneser and Emily Baer

Class Schedule: Monday/Wednesday 6:15-8:15 pm

Emails: velneser@ucsc.edu, egbaer@ucsc.edu **GetVirtual**

Class Zoom Link: [Join URL](#) [Links to an external site.:](#)

Website: GetVirtual.org [Links to an external site.](#)

Office Hours: By Appointment

[Links to an external site.](#)

COURSE INTRODUCTION

Crown 95 is a continuation of Crown 90 & 92 classes that teach 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 them to deliver real solutions to local businesses suffering 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 a 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 one GANAS intern project manager are considered the quality control people. **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 weekly for instruction on managing and executing solutions. These meetings include guest lectures from local industry leaders and entrepreneurs. Class times are 120 minutes and roughly split between 45 minutes of new material, 30 minutes of project progress updates, and 45 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 the scope of work executions, assesses individual team members' workload, and discusses any questions or challenges. In addition, the teams have weekly meetings with the clients outside of class.

Communication: The Instructor will rely heavily on Canvas Announcements and email to pass on information about the class promptly; therefore it is your responsibility to check your UCSC email and

Canvas account. They will respond within 24 hours to a message. It might take a little longer to respond over the weekend.

Please note that they do not respond to emails asking for information in the course syllabus or 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 on Google Drive and Canvas.

During the Quarter

Instructor Feedback: They will provide direct comments and feedback on your assignments during class workshops and critiques as well as on the assignments that are uploaded to Canvas. For major assignments, a grading rubric will be available before 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 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 in 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+, Immigrants, women, and people with disabilities and neurodiversity, 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 have two unexcused absences throughout the quarter, the maximum grade you can receive in the course is a B. If you have three unexcused absences throughout the quarter, the maximum grade you can receive is a C. If you have more than three unexcused absences, you will receive an F grade in the class.

You must have your camera on for the first 15 minutes of class in order to receive credit for attending the class!

If you do need to miss any class, you must email us at least 24 hours before 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 of starting a consulting business. Through dialogue 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 solutions 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 the best professional and communication practices
- Gain Team Management Skills
- Assess skills, and 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 the quarter with % completion of tasks and directions for onboarding next cohort

Time commitments:

To meet this 5-unit 8-week course requirements, you must plan to meet these time commitments weekly, 15 hours that are broken down as follows:

- 2 hours total = 4 half-hour GetVirtual Progress meetings two times a week
- 4 hours of weekly lectures, 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: Links to an external site.](#) A Guide to Working in Groups,
2. [CliftonStrengths for Students from Gallup Links to an external site.](#) (for those that have not taken this assessment)

Optional Texts:

- [Building your online store with WordPress and WooCommerce Links to an external site.:](#) Learn to leverage the critical role e-commerce plays in today's competitive marketplace,
- [The pragmatist's guide to corporate lean strategy Links to an external site.:](#) 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 Links to an external site.:](#) three essays on domestic and international growth strategies with online retailing
- [Design Thinking for Strategy: Innovating Towards Competitive Advantage Links to an external site.,](#)
- [Agile Project Management Links to an external site.:](#) 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 demonstrate comprehension of the class.

Your Final Project is to create and present a short "Lessons Learned" video and Team Presentations 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.

Assignments:

The first week of assignments is for the student to do a self-examination and understand their values, interests, and strengths. In 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.

Late Policy

Late work is accepted but will be deducted 5% of the grade for each day past the deadline until you reach the 50% mark, then you can turn in the assignment at any point in the quarter and get a 50% maximum of the grade.

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 on. The last week of class, a final project that includes an Individual Lessons Learned Final Presentation (5-6 minutes) is due.

Grades Breakdown

Component	Points/ Percentage
Tracking Progress	15%
Attendance/Class Participation	15%
Execution of Client Projects	30%
Personal Assessment	25%
Final Portfolio	15%

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 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
- 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 the 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 to 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.

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

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, and 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.

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 they 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 on 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 as 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.

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, at (831) 459-2231 ext. 1.
- For emergencies, call 911.

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](#).

Student Services

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 well-being. 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, 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.

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.

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 the Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma."

On Mon, Aug 5, 2024 at 12:41 PM UCSC Summer Session Office <summer@ucsc.edu> wrote:

Hello Deborah,

It looks like access to Canvas is restricted. Would it be possible to email us a copy of the syllabus as a PDF or Word document?

Thank you!

Sincerely,
Maison
Student Assistant

On Mon, Jul 29, 2024 at 7:59 PM Deborah Lindsay <delindsa@ucsc.edu> wrote:

Hi,

Here is the link to the syllabus for the UCSC Crown 95 GetVirtual Business Assistance Internship program:

<https://canvas.ucsc.edu/courses/74358/assignments/syllabus>

Hopefully you can access it but if not, let me know,
Deborah

On Mon, Jul 29, 2024 at 6:00 PM UCSC Summer Session Office <summer@ucsc.edu> wrote:

Good afternoon,

We're writing to request a copy of your final syllabi. If possible, please reply with a copy of your final syllabus (in any format) or a link where we can download it.

Course syllabi are a beneficial resource for prospective students exploring for next year and for our visiting students to transfer their classes back to their home campus.

We will include them on our website's Course Syllabi page for future reference. If you prefer not to share your syllabus, please let us know, and we will remove you from our follow-up list.

Thank you!

Summer Session Team ✨🌍

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Deborah Lindsay

Crown 95 Summer 2024

GetVirtual Instructor

delindsa@ucsc.edu

www.deborahlindsay.com

<https://www.linkedin.com/in/deblindsay/>

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