

# 2016 DRAFT – 2015 SYLLABUS

**USC Marshall**

School of Business  
*Lloyd Greif Center for  
Entrepreneurial Studies*

**BAEP 561:  
Entrepreneurship in Innovative Industries: Life  
Sciences**

**Syllabus, Spring 2015**

**Thursdays 6:30p - 9:20p, Room ACC 205**

Professor: Molly B. Schmid, Ph.D.

Office: Bridge Hall One, basement level

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Office Hours: By appointment.

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## **I. COURSE OVERVIEW AND LEARNING OBJECTIVES**

### **Course Description**

This course focuses on new venture creation in the life science industry. The course will provide an overview of the breadth and makeup of the industry, the challenges that new entrants into this industry face and their opportunities for successful new venture creation. This is a business course that examines entrepreneurship in an industry that creates technical goods and services, as well as consumer products and services, based on innovations in the biological sciences.

While an understanding of the underlying biological sciences can be extremely valuable in this industry, it is not required for this course. Nonetheless, you will be encouraged to begin learning the language and fundamental concepts of the biological sciences. To be successful in this industry, especially in entrepreneurship in the life sciences, you must have some degree of fluency in the language of the life scientist.

Many new products based on innovations in the life sciences have long, risky, and expensive product development cycles, rely heavily on intellectual property protection to create competitive barriers, may be regulated by governmental agencies, and/or have very large product revenue expectations. These distinguishing features of the products create unique challenges and opportunities for life science entrepreneurial ventures.

This is a lecture and case-based course with guest speakers to highlight aspects of the curriculum.

# 2016 DRAFT – 2015 SYLLABUS

## **Learning Objectives**

The general goal of the course is to gain an understanding of the life science industry ecosystem, and the importance of entrepreneurship to the vitality of the industry. Specific learning objectives to achieve this goal include:

Required cases are available through Harvard Business School Publications:  
<https://cb.hbsp.harvard.edu/cbmp/access/34420998>

Other Required readings are posted on Blackboard.

how that intellectual property may influence business decisions of the new life science venture.

3. Understand the role of governmental agencies in regulating certain types of life science products. Apply this knowledge in formulating strategic plans about how to build a new life science venture based on early stage life science technologies.
4. Understand the options for financing the life science venture. Apply this knowledge in assessing the financial decisions made by life science companies at various stages of their corporate maturation.
5. Understand and analyze the multiple customers for the products of a new life science venture, and how those customers may change over time.

## **II. COURSE MATERIALS AND COMMUNICATION**

### **Required Course Reader**

### **Supplementary Materials**

Supplementary reading materials are provided for future reference, for those interested, and for possible use in your memos or final project. You may find additional insights from reading the experiences of other life science entrepreneurs. These materials are all posted on Blackboard, and are either public domain, or available through the USC libraries. Note that many of these materials are copyright protected.

There is also a list of useful databases for evaluating life science ventures that is posted on Blackboard. This list will be continually up-dated.

### **Course Notes**

Lecture notes and slides will be posted on Blackboard. Faculty slides will be available prior to class, and guest lecture slides may be available after the guest lecture, at the discretion of our guest.

# 2016 DRAFT – 2015 SYLLABUS

## Course Communication

Course communication will take place through announcements in class, emails, and on Blackboard (blackboard.usc.edu). Many of the emails I send will go through Blackboard; therefore it is imperative that you have a fully operational Blackboard account with a current and correct email address posted. By default, Blackboard uses your USC email address (username@usc.edu). If this is not your primary email account, please make sure to forward your USC email to your primary account that you use. You are responsible for ensuring that you receive email messages, including assuring that messages will not bounce back due to your storage quota being full.

## III. ASSIGNMENTS AND GRADING

<u>Assignments</u> - details for the Memo Assignments will be provided	<u>Points</u>	<u>% of Grade</u>
MEMO #1 - Description of market for intended products of your technologies	200	20%
MEMO #2 - Description of regulatory aspects of anticipated products of your technologies	200	20%
MEMO #3 - Student Choice of Topic - must be related to the course, but not necessarily related to the final project	200	20%
FINAL PROJECT - Relative assessment of new venture potential for two USC life science technologies	300	30%
CLASS PARTICIPATION	100	10%
<b>TOTAL</b>	1000	100%

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

### Assignment Submission Policy

Assignments must be turned in before the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course.

### Evaluation of Your Work

You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in

# 2016 DRAFT – 2015 SYLLABUS

the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative. Participation is evaluated based on your level of involvement in class discussions – both the quality (relevance and insightfulness) and quantity (frequency) of your participation. At the end of the semester you will be asked to complete a self-assessment of your participation (see Appendix 2).

## Assignment Submission

- Separate detailed instructions will be given out for each of the major assignments
- On time assignment delivery is at the starting time of class (unless otherwise specified in assignment instructions). Papers turned in after the deadline but within 24 hours will lose 10% of the total points possible. Papers turned in after that will lose 20% of the value. No papers will be accepted 48 hours after the deadline. If you must be absent, plan to deliver your work before class or have a classmate turn it in.
- All assignments must be typed in 12 pt font, have 1 inch margins and be organized for easy reading.

## Grading

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Your final grade will be assigned based on your total points from the various assignments and other course evaluation components (listed in the table on page 2), the overall average points within the class, and your ranking among all students in the class.

If you have any questions about your grade during the semester, please make an appointment to see me to discuss your concerns. Do not wait until the end of the semester to do so!

## IV. COURSE POLICIES

### Classroom policies

- Class seating and name cards. Please sit in the same seat throughout the course and display your name card at every class meeting. (I will have name cards available.)
- Please be prompt. Arriving late or leaving early from class meetings is not acceptable, as it disrupts the learning experience for other students.
- On days when we have a guest speaker, dress code is **business casual** (no hats, shorts, etc.).
- No eating during class.
- Remember to turn off cell phones. Laptop computers/tablets are to remain closed (unless otherwise instructed), as I have found that laptop use distracts from the learning experience in class.

### Add/Drop Process

We can drop you from our class if you don't attend the first meeting of a class that meets once per week or first two meetings of a class that meets twice per week. If you are dropped from the class you risk not being able to add yourself to another section this semester. Please visit [www.usc.edu/soc](http://www.usc.edu/soc) and note the final deadlines to add/drop.

# 2016 DRAFT – 2015 SYLLABUS

## **Greif Center for Entrepreneurial Studies Confidentiality Policy**

Throughout The Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of The Entrepreneur Program that all such information be treated as confidential.

By enrolling in and taking part in The Entrepreneur Program's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers or faculty, as applicable. Students further agree not to use any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to The Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California "University Governance Policies and Procedures" as outlined in *SCampus* and to any remedies that may be available at law.

The Entrepreneur Program, the Marshall School of Business and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in The Entrepreneur Program classes or events. Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

## **Retention of Graded Coursework**

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

## **Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

## **Academic Conduct**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

# 2016 DRAFT – 2015 SYLLABUS

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/reporting-options/> describes reporting options and other resources.

## **Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

## **Support Systems**

Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicssupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicssupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

## **Students with Disabilities**

The Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)) provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit.

## **Emergency Preparedness/Course Continuity**

# 2016 DRAFT – 2015 SYLLABUS

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of Blackboard, teleconferencing, and other technologies.

## V. COURSE SCHEDULE

This schedule may change due to changes in guests' schedules, and additional readings may be distributed during the semester.

**CR** = course reader (available electronically through Harvard Business School Publishing). **BB** = Blackboard.

	<b>Topics/ Daily Activities</b>	<b>Readings and Homework</b>	<b>Deliverables and Due Dates</b>
<b>Week 1</b> Thu, Mar 12, 2015	Analysis of the Life Science Industry; Key points: Where the money flows; regulation; how to characterize the industry; unique, common features of different biotech industry segments.	<b>BB:</b> Battelle_Bio_2014 <b>CR:</b> Stan Lapidus: Profile of a Medical Entrepreneur (9-805- 087);	
<b>Week 2</b> Thu, Mar 26, 2015	Intellectual Property basics; strategic decisions; when problems occur	<b>CR:</b> Technical Note: Innovation and Invention--A Patent Guide for Inventors and Managers. James G. Conley; David Orozco M. <b>CR:</b> Evaluate Commercial Viability R. Herzlinger (2014)	Memo #1 Due - start of class
<b>Week 3</b> Apr 2, 2015	Technology ecosystem - Academic research, technology transfer, and the "Valley of Death"	<b>BB:</b> EvaluatePharma Pharmaceutical & Biotech Half-Year Review 2014 <b>CR:</b> U.S. Universities and Technology Transfer. Richard G. Hamermesh; Josh Lerner; Phillip Andrews. (2011) <b>CR:</b> Syndexa and Tech Transfer Harvard (2009)	
<b>Week 4</b> Apr 9, 2015	Regulation of life science products	<b>BB:</b> Witten, et al. (2008) Overview of FDA Regulatory Process. Ch. 81 <i>in</i> : Principles of Regenerative Medicine. Pp. 1366-1385. <b>CR:</b> Targanta	
<b>Week 5</b> Apr 16, 2015	Follow the money (1) - M/A, spinouts, corporate partnerships	<b>BB:</b> Celgene GlobalData 2014; <b>BB:</b> Celgene_Nogra License Agreement (2014)	Memo #2 Due - start of class
<b>Week 6</b> Apr 23, 2015	Follow the money (2) - grants, insurers, physicians, corporate partners, patients; who is the customer? IPO's	<b>BB:</b> Targanta S1 Document (2007)	
<b>Week 7</b> Apr 30, 2015	Timelines, Costs Risks	<b>BB:</b> DiMasi JA, Hansen RW, Grabowski HG. The price of innovation: new estimates of	Memo #3 Due anytime before start of class Week 7

# 2016 DRAFT – 2015 SYLLABUS

		drug development costs. J Health Econ. 2003 Mar;22(2):151-85. <b>BB:</b> Russell (2015) Investor Drought and Regulatory Headwinds Slow Device Innovation Health Affairs, 34:199-202	
<b>May 7</b>	Final Project due by 5pm May 7, 2015		

## APPENDIX 1

**BAEP 561:  
Entrepreneurship in Innovative Industries: Life Sciences  
Spring 2015  
Professor Schmid**

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### **List of Required Materials**

*Electronic course reader on Harvard website:*

<https://cb.hbsp.harvard.edu/cbmp/access/23791679>

- Stan Lapidus: Profile of a Medical Entrepreneur
- Technical Note: Innovation and Invention--A Patent Guide for Inventors and Managers.
- Evaluate Commercial Viability
- U.S. Universities and Technology Transfer
- Syndexa and Tech Transfer at Harvard
- Targanta

*To be distributed through Blackboard:*

- Battelle\_Bio\_2014
- EvaluatePharma Pharmaceutical & Biotech Half-Year Review 2014
- Witten, et al. (2008) Overview of FDA Regulatory Process. Ch. 81 in: Principles of Regenerative Medicine. Pp. 1366-1385.
- Celgene GlobalData 2014;
- Celgene\_Nogra License Agreement (2014)
- Targanta S1 Document (2007)
- DiMasi JA, Hansen RW, Grabowski HG. The price of innovation: new estimates of drug development costs. J Health Econ. 2003 Mar;22(2):151-85.
- Russell (2015) Investor Drought and Regulatory Headwinds Slow Device Innovation Health Affairs, 34:199-202

*Additional supplementary readings will be supplied through the course and posted on Blackboard*

**APPENDIX 2**

BAEP 561: \_\_\_\_\_

ENTREPRENEURSHIP IN INNOVATIVE INDUSTRIES: LIFE SCIENCES

Your name: \_\_\_\_\_

Your signature: \_\_\_\_\_

**SELF-EVALUATION OF YOUR PARTICIPATION IN THE COURSE DURING THE SEMESTER****IMPORTANT:**

- Please consider how frequently and insightfully you have participated in class and whether you have been well-prepared on readings and cases.
- Do not take into account your number of missed classes or volunteering for presentations; I will adjust for those separately.

PARTICIPATION COUNTS FOR 100 POINTS OUT OF 1,000 IN THE OVERALL COURSE EVALUATION.

<b>Mark an "X" for the category you think you belong in</b>	<b>Description</b>	<b>Explanation</b>
	<i>Top participation (100 points) Grade equivalent: A</i>	<i>You are in the top 5-10% of participating students, i.e., there are only a few other students in the class who have participated more actively or equally actively. You have been well prepared for class discussions in every class. Your comments have usually been insightful.</i>
	<i>Very good participation (90 points) Grade: A-</i>	<i>You have tended to offer frequent comments or questions in every class. You have been well prepared for class discussions in nearly every class. If cold-called, you have been able to provide an insightful, well-prepared comment.</i>
	<i>Good participation (80 points) Grade: B+</i>	<i>You have offered at least one comment or question in almost every class, and have been well prepared for discussions most of the time. If cold-called, you have been able to provide a well-prepared comment.</i>
	<i>Low participation (70 points) Grade: B</i>	<i>In general, you have spoken up only when cold-called, but have occasionally offered a comment or question proactively. If cold-called, you have not always been able to provide a well-prepared comment.</i>
	<i>Lowest participation (60 points) Grade: B-</i>	<i>There are only a few other students in the class who have participated less actively. In general, you have spoken up only when cold-called and have not been prepared.</i>

YOU MAY USE THE SPACE BELOW AND THE REVERSE SIDE OF THIS FORM TO ADD ANY COMMENTS ON YOUR PARTICIPATION PERFORMANCE OR TO EXPLAIN YOUR CHOICE OF CATEGORY ABOVE.