Course Title: New Venture Design  
Course Code: COMM466-APSC486/496A/496E

Credits: See registration logistics below

Pre-requisites: 4th year standing and by application

Semester start/end dates: September 7, 2021 – April 8, 2022

Last day to withdraw without a W standing: September 27, 2021 (although highly discouraged due to application process)

Last date this course can be dropped (with a W standing): November 26, 2021

Exams: This course does not have an exam.

COURSE GOALS AND DESCRIPTION

This course is interdisciplinary and entirely project based. The course provides students with an experience-based introduction into the process of starting a company. It is a real-life immersion into the process that founders go through when starting a high-tech company.

Student will be faced with the key issues involved in evaluating market opportunities, designing profitable business models, producing a solid business plan, developing a product, raising capital and developing a winning team. Students will gain the skills and tools to creatively commercialize high tech research into profitable businesses. All venture ideas are subject to Professors’ approval.

This course provides an experienced-based exposure to the process of starting technology-based entrepreneurial ventures. The course is suitable for students interested in finding out about the process of launching start-ups, and the multiple challenges associated with it. The main project is to develop an investor-ready pitch to investors about a start-up opportunity that is identified by a team of students. This course is hosted jointly between the Sauder School of Business and the Faculty of Applied Sciences and is also open to undergraduate entrepreneurial-minded student across UBC. The course harnesses Steve Blank’s Lean Launch Pad methodologies.

REGISTRATION LOGISTICS

This course is open to students from ALL faculties (i.e.: not limited to APSC and Sauder) and has the primary goal of providing students with knowledge and practical experience related to the formation of an entrepreneurial enterprise based on the development of a new product or process. Typically working in teams of 6 students, the end-target in the course is to produce a viable product prototype and the necessary business plan to ensure its success in the marketplace.

This course is co-delivered by Applied Science and Commerce. Students from the Sauder School of Business who take this course will register for COMM 466 (6) and can obtain equivalent course credit for Commerce 468 (3) and 497 (3). Students from Applied Science can often use APSC 486 (6) as a capstone within their department but should get confirmation from their program advisor. UBC students from outside Commerce or Applied Science will be registered into either COMM 466 (6) or APSC 486 (6), depending on which faculty they are from.

Note: ECE students satisfy their capstone requirement by registering in both APSC 486 (6) and APSC 496E (4). MECH students satisfy their capstone requirement by registering in both APSC 486 (6) and APSC 496A (3). In both the case of MECH and ECE, these additional credits imply additional workload and obligations as highlighted below and as detailed by your faculty.

COURSE FORMAT

Typical use of class time will include lectures, discussions, in-class exercises, formal presentations and flipped classroom activities. All classes will be held synchronously and in person when possible. Students will realize significantly greater benefit from live class attendance, and it is a requirement for group work. If this is problematic, please contact the teaching team ASAP. who may decide, at their discretion, to advise course withdrawal. For online classes, while there are two sections in this course, lectures on Zoom will be held with both cohorts together.

New Venture Design
COMM466/APSC486

January 3, 2022
LEARNING OBJECTIVES
Students will learn
1. the essential component of planning a new start-up, including
   a. Recognizing viable market opportunities
   b. Market assessment - secondary market research and customer discovery - primary market research
   c. Creating a profitable business model and an executable business plan
   d. Protecting the intellectual property at the heart of their technology company
   e. Developing financial projections that are aligned with the fundamentals of the proposed business plan
   f. Designing and building a prototype product
2. To work with students across disciplines, integrate creative business strategies with solid engineering and work effectively in multi-disciplinary teams
3. To make decisions in highly uncertain and unstructured environments, gather feedback from a large variety of sources to test assumptions, and ‘pivot’ to find alternative ideas or approaches that will improve the business model
4. To pitch their product, strategy and team to experienced entrepreneurs and investors

TEACHING TEAM (See Canvas for more details)

<table>
<thead>
<tr>
<th>Teaching Team Section 001 (BLUE)</th>
<th>Teaching Team Section 002 (Green)</th>
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<tbody>
<tr>
<td><strong>David J Miller (DJ) - Sauder</strong></td>
<td><strong>Blair Simonite - Sauder</strong></td>
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<tr>
<td><a href="mailto:dimiller@sauder.ubc.ca">dimiller@sauder.ubc.ca</a> (preferred)</td>
<td><a href="mailto:blair.simonite@ubc.ca">blair.simonite@ubc.ca</a></td>
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<tr>
<td>+1 (778) 991-6602 (mobile)</td>
<td>+1 (604) 723-4788. For quick response, please text rather than email.</td>
</tr>
<tr>
<td>Office: HA562 or Zoom</td>
<td>Office Hours: e@UBC (Robert H Lee Alumni Center) or Zoom by appointment</td>
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If you are unable to attend any of these times, DJ will try to accommodate you by appointment at another time.

<table>
<thead>
<tr>
<th><strong>Elicia Salzberg – Sauder</strong></th>
<th><strong>Fraser Pogue – Sauder</strong></th>
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<tbody>
<tr>
<td><a href="mailto:elicia.salzberg@sauder.ubc.ca">elicia.salzberg@sauder.ubc.ca</a></td>
<td><a href="mailto:fraser.pogue@sauder.ubc.ca">fraser.pogue@sauder.ubc.ca</a></td>
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<tr>
<td>+1 (604) 827-5670 (office)</td>
<td>+1 (250) 863-0201 (mobile)</td>
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<td>Office Hours will be on Zoom</td>
<td>Office: e@UBC (Robert H Lee Alumni Center) or Zoom by appointment</td>
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If you are unable to attend any of these times, Elicia will try to accommodate you by appointment at another time.

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<tr>
<th><strong>Purang Abolmaesumi – APSC</strong></th>
<th><strong>Konrad Walus – APSC</strong></th>
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<tbody>
<tr>
<td><a href="mailto:purang@ece.ubc.ca">purang@ece.ubc.ca</a> _ (in the subject line, include (NVD, group number [e.g. B3], and your subject)</td>
<td><a href="mailto:konradw@ece.ubc.ca">konradw@ece.ubc.ca</a></td>
</tr>
<tr>
<td>+1 (604) 827-598 (office)</td>
<td>+1 (604) 827-598 (office)</td>
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<tr>
<td>Office Hours: Kaiser 2332 Main Mall, room K4052 or Zoom by appointment. Please email in advance</td>
<td>Office: Kaiser 2332 Main Mall, room K4038 or Zoom. Office Hours: Tuesdays, 4:00-5:00pm (16h00-17h00)PT or by appointment</td>
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*Note: Not all professors will attend every class.
When e-mailing one of your professors you should routinely “cc” all of the other Professors involved in your section. Typically, one of the teaching team will respond to any one inquiry. Once teams have been formed by class 3, you should also cc all of your teammates.
WEB SUPPORT

CANVAS: The UBC Canvas Course Website will be used in our class as follows:

- Syllabus
- Announcements
- All pre-class preparation
- Assignment details and submission
- Class slides
- Grade Information
- Any other course related information

Zoom (only if required): The course is planned to be in person. However, in case of unforeseen circumstances, you may be required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: https://zoom.us/signup. Note: The Zoom servers are located outside Canada. Creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). You will be required to provide the email address associated with your Zoom account in a Canvas quiz at the beginning of the course for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are asked to have their cameras on during Zoom sessions. This is the desired norm as it will provide you the best learning experience. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. Students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, using the raise hand feature, refraining from using any other technology when in-session, attending in attire you would normally wear to school, and participating from a quiet environment.

Content from on-line synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings. This recording will also be used to support assessment of attendance and class contribution.

Technology Recommendations: UBC is using various tools to maintain academic integrity. Minimum system requirements to take on-line courses and exams are:

- Proper Hardware
  - Desktop/laptop (updated to the latest version of Google Chrome with the ability to install plugins)
    - Windows:
      - Processor: Intel i3 or AMD Ryzen 3
      - Memory/RAM: 4GB
      - Drive: 128GB
      - Operating System: Windows 10 Education or Enterprise or Pro with release 1903 and above
    - Mac:
      - Processor: Intel i5
      - Memory/RAM: 4GB
      - Drive: 128GB
      - Operating System: macOS 10.13 (High Sierra) and above
  - Audio output (any speaker, either internal or external, or headphones)
  - Audio input (any microphone, either internal or external)
  - Webcam (320x240 VGA resolution (minimum) internal or external)

- Reliable internet connection – For the seamless delivery of on-line course content and exams, it is highly recommended that students use a wired internet connection (avoid dial-up, no wireless, no satellite). Students must also check the speed and quality of their network connection. UBC recommends 5 mbps download speed and 1 mbps upload speed are needed at minimum.

More information is also available at https://keeplearning.ubc.ca/setting-up/#technical.
SLACK: In addition to the Canvas site, each team will have a Slack channel where students document and communicate their team’s progress. Each student is required to contribute to the team channel. Professors will have access to all team channels and will be reading them regularly. Details regarding Slack etiquette will be provided once teams are formed in week 3.

*Please note: Recording may be used as supplementary material to support the current class as well as future classes. Refer to Course Policies below for more information.

LEARNING MATERIALS

There is no required textbook for the course. Assigned readings and project handouts will be provided to students in pre-class briefings on through Canvas. There is no course fee. The course uses tools from several books, which we highly recommend as valuable references for any entrepreneur and/or designer. These are suggested readings:

- Blank, S and Dorf, B (2012). *The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company*, K&S Ranch Press: This is a good value buy. It may be available in the UBC bookstore, but is not specifically ordered for this course, in part because many students have preferred a digital copy with instant access. Please obtain directly, before the course. You can read the first few chapters by way of preparation. You may also review the slides posted on steveblank.com and the videos in the related Udacity course (free access with free sign-up).
- Osterwalder, A, and Pigneur, Y (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, Wiley: Many business students will have seen this. It is also in the Sauder Lam library. We will cross-reference this extensively. There are also free resources online. You can download the first 72 pages for free and should familiarize yourself with this if it is new to you.
- Osterwalder, A and Pigneur, A (2014). *Value Proposition Design*, Wiley: Osterwalder’s latest book drills deep on the challenging but critical fit between customer segments and value propositions. We will use a number of tools from this text. Some free information here.
- Fitzpatrick, R ((2014). *The Mom Test: How to talk to customers & learn if your business is a good idea when everyone is lying to you*, Founder Centric.
- Further optional readings: more may be added to your pre-class prep briefings, but these will get you started.

### GRADING SYSTEM

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<tr>
<th>Letter Grade</th>
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<tr>
<td>A+</td>
<td>90-100</td>
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<td>A</td>
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<td>A-</td>
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<td>B+</td>
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## ASSESSMENT*

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<th>Lab 2 – Refining Ideas</th>
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<tr>
<td>Lab 4 – Final presentation for Term 1</td>
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<tr>
<td>Mid-Term - Initial Business (10%) &amp; Technical Plan (5%)</td>
<td>15%</td>
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<td>Mandatory Design Defense Meeting</td>
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<td>Mandatory Financials Review Meeting</td>
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<td>Founders’ Agreement</td>
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<td>Video Submission</td>
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<td>Lab 5 – Prototype / Validation</td>
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<td>Final Project: Product/Prototype Pitch: Demo Day</td>
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<td>Product/Prototype Showcase: Design &amp; Innovation Day</td>
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<td>Technical Document</td>
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<td>Business Document</td>
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<td>Lab 7 - Final Presentation</td>
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<td>Individual Reflection Assignment</td>
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<td>Participation/Contribution</td>
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**Labs:** Labs are a team deliverable where you regularly present your progress based on milestones and defined criteria. Lab formats differ throughout the year as you work on developing your business model and prototype. Presentations may be executed in front of some or all of the teaching team who will provide constructive feedback based on real industry experience; or in front of the class who will provide peer perspective.

**Mid-Term and Final Deliverables:** These are major deliverables summarizing work completed at the end of each term. These deliverables relate to both the business and technical components of the venture and rely on the input and coordination of all team members.

**Mandatory Design Defense Meeting:** APSC students are required to schedule an appointment with the APSC professors to review product design plans and prototyping strategy in preparation for lab 5.

**Mandatory Financials Review Meeting:** The financial projections are a significant portion of the final deliverables and a major undertaking in term 2. To this end, teams will be required to schedule a first appointment with the business professors to review first draft of these financials. Teams are expected to produce a fully developed financial projections draft which will be due at the beginning of the mandatory review week and subsequently reviewed in this first meeting. This meeting will take place approximately 2 weeks after the introduction of the financial template and just before mid-term break. In this meeting, students are expected to produce a full financial draft, be prepared to justify projections, and take careful notes in order to refine the financials. Subsequently, teams will be permitted two additional consultation meetings with the teaching team to further critique and improve financials before final submission (professors may request additional meetings at their discretion).

**Founder’s Agreement:** Teams will be required to submit a Founder’s agreement Memorandum of Understanding as a prelude to a Founder’s Agreement.

**Video Submission:** Teams will learn some basic video production skills and be required to develop a short video to promote their concept.

**Individual Reflection Assignment:** The reflective diary is an opportunity to think introspectively. Drawing lessons from what was learned through the course, students should reflect on a cross-section of the topics taught and connect these with personal experience. Depth and breadth of reflective thinking should be evident in a diary. We recommend making notes weekly in a journal *(best practices based on former students’ experience)*; however, the graded component is a final summary of what was learned from the entire course that is most useful as one looks forward as an entrepreneur and innovator. Students are meant to draw upon weekly entries for inspiration, and not cut and paste them. Don’t regurgitate what was taught. Reflect on what YOU learned and the impact that this has or will have.
Participation: This is an individual assessment. This is not a lecture-based course; therefore, classroom discussion and activities are a vital part of the learning experience. Treat class like a business meeting: phones on silent and put away; laptops are closed as a default and only opened when Professors request it; For online, laptops are used only for the requirements of the class (Zoom / Canvas / Slack and/or other applications as highlighted by the teaching team or in support of the in-class activities) - no other applications are to be open; be on time; come fed or be willing to wait until after class to eat, etc. Participation is the grade that the Professors give each individual student based on their professionalism and constructive involvement in-class (during plenary and team discussions, in the activities, as well individual attitude, lateness, etc.). So, in short, participation are grades students earn by being a positive and constructive member of the community during class time (from the Professors’ perspective), and iPeer (see below- student’s perspective) may be used as evidence to deduct grades from a student’s overall course grade in the event of poor contribution to the team effort (such as free-riding) in and outside of class. Beyond in-class participation, active use of the Slack channel will also be assessed as part of the participation grades. Failure of the team to use the Slack channel actively will impact the participation grade of all team members. Where we have speakers in class, it is expected that students are prepared and interaction with guests will be evaluated as part of participation. Finally, Weekly Team summaries are required (see assignment instructions on Canvas). Failure to submit will impact this grade. For online classes, it is class policy that all students have their webcam/video on during class sessions via Zoom. Students who do not turn on their webcam will receive a participation grade of zero for that class. Students are also required to have their full names tagged on Zoom.

iPeer: As this course is largely group-based, each student is required to complete iPeer three times per year: once in an interim stage during the year to provide formative feedback on how each team member is contributing, again after the first term to gauge continuing engagement, and finally at the end of the year. iPeer provides the opportunity for students to confidentially raise concerns about their teammates (only the Professors can read what is written in iPeer). Students will complete a peer evaluation of each group member’s contribution (including their own). Individual grades may be subject to adjustment following the Professors’ review of peer evaluations. Reductions can be significant, ranging from a decrease of 10% to a decrease of 100% if an individual has contributed little or nothing to the team’s work. In most instances, where team members are reliable and contribute, no adjustments are made.

Students are required to complete all of these peer evaluations by the specified deadlines. Failure to complete an evaluation will result in a loss of up to 2% per missed iPeer from the student's participation grade. Submitting iPeer late is not possible because the system shuts down after the deadline. No extensions will be given, so please ensure you respond by the deadline.

APSC Design and Innovation (Day) Event: APSC students are required to present their project to the public during the APSC design and innovation event. The format will be determined by APSC.

*Note: Students in APSC 496A and APSC 496E have augmented grading requirements. The grade in APSC 496A will stem primarily from a grade related to the MECH 45X dossier (see APSC496A syllabus) (90%) plus a small participation contribution related to MECH 45X activities, including attending classes there and presenting a design paper (10%). Students in APSC 496E may also have incremental requirements as dictated by ECE. Please contact your faculty for more information.

STUDENT RESPONSIBILITIES AND COURSE / INSTITUTIONAL POLICIES

NVD is a lively, practical course with a constant workload. To succeed, you will be required to actively participate. Successful completion of this course requires a commitment to self-discovery and a positive attitude. There are no full-class lectures – only briefings; students are expected to have prepared for class by doing the pre-readings assigned on CANVAS. During class time, teams will be exposed to various tools and exercises that draw upon knowledge from both the engineering and commerce disciplines. This course requires significant independent effort and effective team management skills, as the majority of the work will take place outside of class hours. Students will apply the skills they learned in class to their venture to validate the assumptions related to both the business model and prototype. Certain classes are designated as “Lab” sessions where teams formally present their progress to the Professors. On Lab evenings, teams should plan to spend the full and allotted class hours (before and after the meeting with Professors) working on their venture, as each team’s presentation can fall early, mid or late in the evening class time.
COVID 19 considerations: If you feel unwell or have other circumstances that prevent you from attending class or completing assessments, please coordinate with your team and then send a courtesy email (cc'ing the team) to notify the teaching team for your section. The following should also be taken into consideration, keeping in mind that there are specific deadlines to request academic concessions:

- If you miss assessments worth less than 25% of the overall course grade, or less than two weeks of classes, you should email the teaching team directly to discuss options for missed assessments or classes. Concessions in this scenario are granted by the instructor and do not need support from your home advising office.

- If you miss assessments worth 25% or more of the overall course grade, or two or more weeks of classes, you must request academic concession through your home advising office (see details below).

If you suspect a possible Covid-19 infection, you should use the BC Ministry of Health’s self-assessment tool to help determine whether further assessment or testing for COVID-19 is recommended. Students who are required to self-isolate or quarantine must follow BC health guidelines. If extenuating circumstances inhibit your ability to come to campus to complete assessments, please review your eligibility for an alternate format assessment.

Mask Requirement: Following BC Health Guidance, effective August 25, 2021, masks are required in all indoor classes regardless of vaccination status. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. You will need to wear a mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc., please keep your mask on between sips.

Please see https://covid19.ubc.ca/health-guidance-and-vaccines/ for additional guidance regarding masks, vaccinations, and testing on campus.

Class Recordings: To support students who initially cannot attend class, recordings of the class, or recordings of previous classes will be made available for asynchronous review. The class WILL NOT be broadcast live unless moved to online. This situation is intended as a temporary support measure, but will be reviewed as the term unfolds and re-assessed based on guidance from the University.

Seating in Class: To reduce the risk of Covid transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Workload: Students are expected to spend at least 8h/week on this course (including class time) for each 6 credits. So, students enrolled in APSC 486 or COMM 466 should expect to put in a little over 200h total across both terms, while students in APSC 496A/E should expect to put in proportionally more. Please keep these expectations in mind as you assign tasks to one another within your group, noting that different students on the same team may have different expectations for their time commitments. As a mechanism of mutual accountability, you will be expected to maintain a running tabulation in your journal of the hours you spend on course activities/work outside of class each week.

Teams: The course follows a team-learning format where students self-form teams by class 3. Students will stay with these teams for the duration of the academic year and as such, each team will sign, submit and adhere to a team agreement that articulates members’ mutual expectations. If there are any problems in the group (e.g., free-riders, group members being chronically late, etc.) the group members are expected to try to resolve the issue themselves and if the problem is not sufficiently resolved, only then should the group make one of the instructors aware of the issue through email or iPeer.

Attendance: Students are expected to attend every class, but are given one “free pass” per term for any purpose/reason (not including excused or concessioned absences). The “free pass” may NOT be used during graded labs, or during classes 1, 2 and 3, due to the team formation activities and foundational concepts covered in those classes. Students missing class may lose up to 5% from their final grade, for each occurrence above their free passes. When online, cameras must be on and full name tagged to be considered present.
Tardiness: Students are expected to arrive for classes and activities on time and fully prepared. Consistently late arrivals may be asked to leave the class at the discretion of the instructor or activity lead. Students arriving after the first hour or later, will be treated as absent for that class.

Late Assignments: At the discretion of the teaching team, late submissions may have the grade reduced or be refused. Typically, assignments submitted late within 24h will receive a 10% deduction; within 48h, a 30% reduction. after 48h, a 100% deduction.

Electronic Devices: Laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted to be used in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by this "lids down" policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

In the case of an unforeseen shift to on-line lectures, students will not permitted to use any electronic devices other than the primary one used for attending the on-line lecture (e.g. laptop or desktop). Only Zoom (in the case of class that has shifted to on-line) and a note-taking application should be open during the on-line lecture unless an instructor advises the use of another device or application for an in-class activity.

Respectfulness in the classroom: Students are expected to be respectful of their colleagues at all times, including faculty, staff and peers. This means being attentive and conscious of words and actions and their impact on others, listening to people with an open mind, treating all UBC community members equally and understanding diversity. Students who act disrespectfully toward others will be asked to leave the class and be marked as absent for the day. They may also be removed from a team, lose credit for in-class assessments and activities, or be asked to complete a group assignment individually.

Respect for Equity, Diversity, and Inclusion: UBC strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Financial Endowment: This course has received a financial endowment from Ken Spencer. This funding has enabled us to provide each team with a budget of $2,000 to be used in developing a product prototype and conducting necessary market research. These dollars cannot be used for gifts or team celebrations. Specific instructions on re-imbursements are provided on Canvas.

Competitions: Teams are strongly encouraged to consider participating in business model/pitch/design competitions that happen throughout the year on campus, in Vancouver, across Canada and elsewhere. It is a great experience and results in exposure for students as individuals and for the venture. Some funding is available through the course endowment to support student participation in competitions (in addition to your team budget). The funding is managed by the engineering Professors and decisions made on a case-by-case basis so please reach out to them directly with any questions. A list of past competitions is posted on Canvas and students are encouraged to research opportunities to compete in 2021-2022. Students are also asked to share competition information with the class.

Grading Review: If in reviewing your grade, you feel that something was overlooked, you may within one week of the grade being released submit a professionally worded email in which you request that your instructor re-evaluate the assignment. Explain fully and carefully why you think the assignment should be re-graded. Any requests for a re-evaluation of your work must follow the above process. Note: A grade review may see your mark adjusted either up or down.
ACADEMIC CONCESSIONS

Subject to the special COVID considerations noted above, the policy on academic concession is detailed in policy V-135. All requests should be directed to the Undergraduate Office or similar body for other faculties who can approve an absence from class, so all documentation for absences/illness should be submitted to the official office.

- For Sauder students, the Undergraduate Office can approve an absence from class, so all documentation for absences/illness should be submitted to the UGO, not to your instructor.
- APSC students should complete the process noted at the following link: https://academicservices.engineering.ubc.ca/form-request-for-academic-concession-in-term-work/
- Other students should follow the policies of their faculty.

Club meetings, networking events or other extra-curricular activities are not acceptable reasons to miss class. No penalty will be assessed for a missed class, assignment if the UGO (or similar faculty agency) grants you an academic concession, but you are responsible to catch up or make arrangements with the professor to make up the assignment or test. If you do not make these arrangements, you may receive a grade of zero for the assignment. Any academic concession requests for which the above accommodations are not adequate will be reviewed by the instructor on a case-by-case basis. In all instances, the academic standards of the course must be maintained.

In all cases and in the spirit of professionalism, with or without concession, all students are asked to provide notice of any absence to the teaching team as soon as possible and well in advance of class. Many of the classes have significant coordination cost and unexpected absences can disrupt the class for others.

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources-support-student-success.

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the university policies and codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, or other channels that subverts the fair evaluation of a class exercise, or assessment. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording, or part of the recording be used by students for any other purpose, either personal or commercial. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.
ACADEMIC FREEDOM AND STUDENTS STUDYING FROM OUTSIDE CANADA
During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: http://academic.ubc.ca/support-resources/freedom-expression

ACKNOWLEDGEMENT
UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

DIRECTIONS TO THE CLASSROOM
Section 001 is taught in the David Lam Learning Labs located in the basement of the Sauder Building, below Tim Hortons and WhiteSpot. While the Labs are in the Sauder compound, access cannot be gained from the main building. To access the learning labs, enter the Robert H Lee Graduate School doors to the left of the restaurants (not the main Sauder entrances) and take the stairs or the elevator down to the basement. Alternatively, you can walk around the back of the building past WhiteSpot (West on Agricultural Road) and take the first pathway at the back of the building down into the learning labs (see map).

Section 002 is taught in HA295/293 on the second floor of the Sauder building and can be accessed via the main doors and lobby at Sauder.

CLASS SCHEDULE*

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Room: Section 001/101</th>
<th>Room: Section 002/102</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Before first class</td>
<td>Students complete all team development preparation (details on Canvas)</td>
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<tr>
<td>1</td>
<td>Sep 7</td>
<td>No Class: Typically, NVD runs on the evening of Imagine Day, but given the extended term, first class will begin on Sept 14</td>
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<tr>
<td>2</td>
<td>Sep 14</td>
<td>Course Introduction and Introductory Exercises (Begin Team Formation)</td>
<td>DL009/005</td>
<td>HA295/293</td>
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<tr>
<td>2</td>
<td>Sep 21</td>
<td>Problems &amp; Opportunities. The process - What good looks like: Owlet. Customer Discovery. Team formation support available after class</td>
<td>DL009/005</td>
<td>HA295/293</td>
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<tr>
<td>Class</td>
<td>Date</td>
<td>Topic</td>
<td>Room: Section 001/101</td>
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<tr>
<td>3</td>
<td>Sep 28</td>
<td>NVD Team Formation completed before class</td>
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<td>First half of class - Team Presentation</td>
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<td>- Team members</td>
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<td>- Interests that got them together</td>
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<td>- Team name...</td>
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<td>Value Proposition Canvas and Day in the Life; Customer archetypes.</td>
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<td></td>
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<td>Competitive Landscape (intro to market size, whitespace grid, petal).</td>
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<td></td>
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<td>Ideation</td>
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<td>4</td>
<td>Oct 5</td>
<td>LAB 1 – Rapid Fire Presentations (3 Ideas).</td>
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<td>At least...</td>
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<td>1. 1 Free idea</td>
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<td>2. 1 Curated</td>
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<td>Background activity: Prepare team charter (how you will work together</td>
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<td>in the course).</td>
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<td></td>
<td>Weekly team Summaries begin</td>
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<tr>
<td>5</td>
<td>Oct 12</td>
<td>Introduction to Market Research (Library Resources).</td>
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<td>Market sizing (TAM/SAM/SOM).</td>
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<td>Customer discovery (con't)</td>
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<td>6</td>
<td>Oct 19</td>
<td>LAB 2 – Refining Ideas – this lab is graded.</td>
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<td>Intellectual property (IP): Exercise understanding</td>
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<td></td>
<td>“Freedom to operate”, using sample devices.</td>
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<tr>
<td>7</td>
<td>Oct 26</td>
<td>Customer buying process and decision networks, business model</td>
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<td></td>
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<td>innovation. Pricing. Improving quality of customer discovery</td>
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<td>with Test and Learning Cards.</td>
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<td>8</td>
<td>Nov 2</td>
<td>Guest Lecturer – Prototyping – Alex Feldman</td>
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<td>HA098</td>
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<td>UI/UX, Design Thinking</td>
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<td>Both cohorts together</td>
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<tr>
<td>9</td>
<td>Nov 9</td>
<td>LAB 3 – Lead Idea Review</td>
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<td>No background activity. Work session for teams</td>
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<td>Weekly Team Summaries must begin to include technical details</td>
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<td>beginning next week</td>
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<td>IPEER1 due</td>
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<td>Class</td>
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<td>Topic</td>
<td>Room: Section 001/101</td>
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<tr>
<td>10</td>
<td>Nov 16</td>
<td>Roadmaps – Product Design (Technology) and Corporate. Introduction to financials and exercise: using the financials template</td>
<td>DL009/005</td>
<td>HA295/293</td>
</tr>
<tr>
<td>11</td>
<td>Nov 23</td>
<td>Go To Market Plan. Channels &amp; customer acquisition, Revenue models, pricing.</td>
<td>DL009/005</td>
<td>HA295/293</td>
</tr>
<tr>
<td>12</td>
<td>Nov 30</td>
<td>LAB 4 – Final presentation for term 1 (all teams listen). <em>This lab is graded.</em></td>
<td>DL009/005</td>
<td>HA295/293</td>
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<tr>
<td>13</td>
<td>Dec 7</td>
<td>Video editing workshop De-brief for the term and review of deliverables</td>
<td>DL009/005</td>
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<td>Dec 23-Jan 9</td>
<td><em>Winter break</em></td>
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<tr>
<td>14</td>
<td>Jan 11</td>
<td>ONLINE Term 1 Deliverable Due (this is graded): Mid-Term - Initial Business and Technical Plan <em>IPEER2 due</em> (No Weekly Team Summary due this week) Work session – Teams create plan for W2 Short Video Premiere</td>
<td>By appointment On Zoom</td>
<td>By appointment On Zoom</td>
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<tr>
<td>15</td>
<td>Jan 18</td>
<td>ONLINE Financials 1: Building financials for your venture: Revenue drivers &amp; pricing.</td>
<td>Zoom</td>
<td>Zoom</td>
</tr>
<tr>
<td>16</td>
<td>Jan 25</td>
<td>ONLINE Financials 2 • Building financials for your venture – cost drivers; and testing alignment between your financials and your business story. • Template tutorial</td>
<td>DL009/005</td>
<td>HA295/293</td>
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<tr>
<td>17</td>
<td>Feb 1</td>
<td>ONLINE Financials 3 • Governance / Advisory • Cap tables, Valuation, Convertible debt</td>
<td>DL009/005</td>
<td>HA295/293</td>
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<tr>
<td>18</td>
<td>Feb 8</td>
<td>Part 1: Slicing the pie: scenario role plays. Part 2: Creating a real founder agreement. Review cap structure evolution</td>
<td>DL009/005</td>
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*By appointment On Zoom*
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<tr>
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<th>Room: Section 001/101</th>
<th>Room: Section 002/102</th>
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<tr>
<td></td>
<td>Week of Feb 14th</td>
<td>Mandatory Financials Review Meeting: Office hour meetings with business profs. Formative feedback on Financials. &quot;This meeting is graded.&quot;</td>
<td>By appointment</td>
<td>By appointment</td>
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<tr>
<td>19</td>
<td>Feb 15</td>
<td>LAB 5 – Prototype / Validation- This lab is graded</td>
<td>DL009/005</td>
<td>HA295/293</td>
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<td>Feb 21-25</td>
<td>Mid-term Break</td>
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<td>20</td>
<td>Mar 1</td>
<td>Presentation Skills</td>
<td>DL009/005</td>
<td>HA295/293</td>
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<td>Pitching</td>
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<td>Founder’s Agreement MOU due</td>
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<td>21</td>
<td>Mar 8</td>
<td>LAB 6 – Preview of Final Presentation</td>
<td>DL009/005</td>
<td>HA295/293</td>
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<tr>
<td>22</td>
<td>Mar 15</td>
<td>Elevator Pitch</td>
<td>Big 4 (Sauder 9th floor)</td>
<td>HA098</td>
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<td>Team Video Premiere (Video Submission is due – this is graded).</td>
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<td>Both cohorts together</td>
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<td>23</td>
<td>Mar 22</td>
<td>Alum Roundtable</td>
<td>HA098</td>
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<td>Non-dilutive financing and grants.</td>
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<td>Both cohorts together</td>
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<td>24</td>
<td>Mar 29</td>
<td>Demo Day – Graded: Product/Prototype Pitch</td>
<td>DL009/005</td>
<td>Koerners</td>
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<td>Weekly Team Summaries end</td>
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<td>Both cohorts together</td>
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<td>Drinks: Profs buy first round (if in person)</td>
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<td>25</td>
<td>Apr 5</td>
<td>LAB 7 – Final presentations – This lab is graded</td>
<td>DL009/005</td>
<td>HA295/293</td>
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<td>Final Team Deliverables Due (these are graded)</td>
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<td>● Technical Document</td>
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<td>● Business Document</td>
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<td>● IPEER 3 due</td>
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<td>26</td>
<td>TBD</td>
<td>APSC Design &amp; Innovation (Day) Event– Mandatory for engineers. Graded: Product/Prototype Showcase</td>
<td>DL009/005</td>
<td>HA295/293</td>
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