Course Title: New Venture Design
Course Code: COMM466-APSC486/496A/496E
Session and term: 2022W1-W2
Division: Marketing and Behavioural Science
Credits: See registration logistics below
Pre-requisites: 4th year standing and by application

Class Times / Classroom:
- Section 001 (BLUE) – Miller/Simonite/Lusina: Tuesdays 18h00-21h30 PT: DL009/DL005*
- Section 002 (GREEN) – Pogue/Walus: 18h00-21h30 PT: HA295/HA293*

*(unless otherwise noted in schedule)

Semester start/end dates: September 6, 2022 – April 13, 2023
Last day to withdraw without a W standing: September 26, 2022 (although highly discouraged due to application process)
Last date this course can be dropped (with a W standing): November 25, 2022
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 are in person. 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.

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>Fraser Pogue – Sauder</strong></td>
</tr>
<tr>
<td><a href="mailto:djmiller@sauder.ubc.ca">djmiller@sauder.ubc.ca</a> (preferred)</td>
<td><a href="mailto:fraser.pogue@sauder.ubc.ca">fraser.pogue@sauder.ubc.ca</a></td>
</tr>
<tr>
<td>+1 (778) 991-6602 (mobile)</td>
<td>+1 (250) 863-0201 (mobile)</td>
</tr>
<tr>
<td>Office: HA562 or Zoom</td>
<td>Office hours: By appointment on Zoom</td>
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<td>Office Hours (by appointment)</td>
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<td>• Tuesdays: 12:45-1:45pm(12h45-13h45)PT</td>
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<td>If you are unable to attend any of these times, DJ will try to accommodate you by appointment at another time.</td>
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<tr>
<td><strong>Blair Simonite - Sauder</strong></td>
<td><strong>Konrad Walus – APSC</strong></td>
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<tr>
<td><a href="mailto:blair.simonite@ubc.ca">blair.simonite@ubc.ca</a></td>
<td><a href="mailto:konradw@ece.ubc.ca">konradw@ece.ubc.ca</a></td>
</tr>
<tr>
<td>+1 (604) 723-4788. For quick response, please text rather than email.</td>
<td>+1 (604) 827-598 (office)</td>
</tr>
<tr>
<td>Office Hours: By appointment in person or on Zoom</td>
<td>Office: Kaiser 2332 Main Mall, room K4038 or Zoom.</td>
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<td>Office Hours: Tuesdays, 4:00-5:00pm (16h00-17h00)PT or by appointment</td>
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<tr>
<td><strong>Paul Lusina – APSC</strong></td>
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<td><a href="mailto:paul@ece.ubc.ca">paul@ece.ubc.ca</a></td>
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<td>Office: Kaiser K3062 or Zoom 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.
ASSESSMENT*

Lab 2 – Refining Ideas 5%
Lab 4 – Final presentation for Term 1 10%
Mid-Term - Initial Business (10%) & Technical Plan (5%) 15%
Founders’ Agreement 1%
Lab 5 – Initial Prototype (3%) & Initial Financials (3%) 6%
Final Project:  Product/Prototype Pitch: Demo Day & Video 10%
Technical Document 13%
Business Document 15%
Lab 7 - Final Presentation 10%
Individual Reflection Assignment 5%
Participation/Contribution 10%
TOTAL 100%

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.

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

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; 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 recommended (see details on Canvas).

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:** 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.*

**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](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.

**Technology Recommendations:** Again, in the case of an unforeseen circumstance requiring return to on-line, UBC is using various tools to maintain academic integrity. More information regarding minimum system requirements are available at [https://keeplearning.ubc.ca/setting-up/#technical](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.

**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 Challenger*, 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](https://www.valuepropositiondesign.com).

● 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.
  

**ACADEMIC CONCESSIONS**

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 concession. 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 (see instructions below)
- APSC students should complete the process noted at the following link: [https://academicservices.engineering.ubc.ca/form-request-for-academic-concession-in-term-work/](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 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. See the course policies below for more details.

**COVID-19 Considerations**

All students must assess themselves daily for COVID-19 symptoms prior to coming to class. Please stay home if you exhibit symptoms or have tested positive for COVID-19. A list of COVID-19 symptoms can be found [here](https://www.health.gov.bc.ca/). Use the BC Ministry of Health’s self-assessment tool, to help determine whether further assessment or testing for COVID-19 is recommended. Full UBC COVID-19 Campus Rules can be found [here](https://www.ubc.ca/health-safety/campus-rules).

**Requesting Academic Concession (Sauder)**

If you are unable to attend class or complete assignments because you feel unwell or are facing other circumstances that constitute valid grounds for academic concession as defined by UBC’s Academic Concession Policy, complete the [concession request webform](https://academicservices.engineering.ubc.ca/form). Concessions are time-sensitive and the webform should be submitted within 48 hours of the missed deadline. Upon submission, an email notice will be sent to your instructor and the UGO. You will also receive an email with further instructions. Please read this email carefully and be sure to also refer to the relevant course syllabus for each concession that you have requested. In general, one should apply for concession in the following cases:
• Absences of 2 or more weeks for 3-credit courses;
• A coursework component that is worth 15% or more of the total course grade
• Any midterm or final exam regardless of course grade weight

In any other case that is not described above, such as for shorter absences or missed minor assignments, the instructor will evaluate the concession request.

NO DISTRIBUTION OF RECORDINGS

There is no distribution of recordings of class. Classes are designed as and are intended to be in-person. Your attendance is expected. If you are unable to attend, the policy regarding missed classes described in this syllabus applies. It is your responsibility to ensure that you have the materials you need for missed classes. It is strongly recommended that you make arrangements at the start of the semester for materials in case you miss class. For instance, you may wish to exchange contact information with a classmate who can provide you with notes in the event you miss class. If you believe you are an exceptional case that merits special consideration, please promptly reach out to your instructor to advise them of your circumstances.

COURSE 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.

**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. 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.

**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 20 minutes or later, will be treated as absent for that class.
**Syllabus**

**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. That said, PLEASE BRING YOUR COMPUTERS/TABLETS TO CLASS as these will be used frequently as part of in-class exercises and key concept tests. 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.

**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.

**Written Language Requirements Individual Submissions:** Everything students deliver in this class is to be written in clear, grammatically correct English. Great ideas written poorly receive poor grades as do poor ideas written well. In a fast-paced business world, the ability to convey ideas with clarity and conviction is imperative.

**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 ACCOMMODATIONS**

The Centre for Accessibility (CfA) facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions. If you are registered with the CfA and are eligible for exam accommodations, it is your responsibility to book your exam writing with the CfA using its exam reservation system: for midterm exams or quizzes, at least 7 days in advance; and final exams, 7 days before the start of the formal exam period. If you miss these deadlines, the professor will not be able to support your accommodation.

**POLICIES APPLICABLE TO UBC UNDERGRADUATE COURSES**

**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 Sauder 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.

New Venture Design
COMM466/APSC486

September, 2022
**Respect for Equity, Diversity, and Inclusion**

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Métis, 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.

**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. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

**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**

*Subject to change with notice. See Canvas for updates.*

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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Room: Section 001</th>
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<tbody>
<tr>
<td>Pre</td>
<td>Before first class</td>
<td>Students complete all team development preparation (details on Canvas)</td>
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<td></td>
<td>Sep 6</td>
<td>NO CLASS (Imagine DAY)</td>
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<tr>
<td>1</td>
<td>Sep 13</td>
<td>Course Introduction and Introductory Exercises (Begin Team Formation)</td>
<td>DL009 / DL005</td>
<td>HA295 / HA293</td>
</tr>
<tr>
<td>2</td>
<td>Sep 20</td>
<td>Problems &amp; Opportunities. Ideation. What good looks like: Owlet. Customer Discovery. Team formation support session (if required)</td>
<td>DL009 / DL005</td>
<td>HA295 / HA293</td>
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<td>3</td>
<td>Sep 27</td>
<td>Team Presentation</td>
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<td></td>
<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. Competitive Landscape (intro to market size, whitespace grid, petal). Ideation. Briefing on tech feasibility</td>
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<td>4</td>
<td>Oct 4</td>
<td>LAB 1 – Rapid Fire (3 Ideas).</td>
<td>DL009 / DL005</td>
<td>HA295 / HA293</td>
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<td>At least...</td>
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<td></td>
<td></td>
<td>1. 1 Free idea</td>
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<td></td>
<td></td>
<td>2. 1 Curated</td>
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<td>3. 1 from either curated list or free</td>
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<td>Background activity: prepare team charter (how you will work together in the course).</td>
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<td>6</td>
<td>Oct 18</td>
<td>Team Status Update</td>
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<td>Technical Foundations</td>
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<tr>
<td>Class</td>
<td>Date</td>
<td>Topic</td>
<td>Room: Section 001</td>
<td>Room: Section 002</td>
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| 7     | Oct 25  | LAB 2 – Refining Ideas – *this lab is graded.*  
| 8     | Nov 1   | **Team Status Updates**  
Customer buying process and decision networks, business model innovation. Pricing. Improving quality of customer discovery with Test and Learning Cards. | DL009 / DL005     | HA295 / HA293     |
| 9     | Nov 8   | Prototyping, UI/UX, Design Thinking. Review of Ken Spencer fund  
iPeer1 opens | Cohorts Together. HA492 |                   |
| 10    | Nov 15  | LAB 3 – Lead Idea -  
No background activity. Work session for teams in-class  
iPeer due | DL009 / DL005     | HA295 / HA293     |
|       | **Week of Nov 21** | **Tech Review 1: Idea evaluation meeting sign-up** |                   |                   |
| 11    | Nov 22  | **Team Status Updates**  
Roadmaps – Technology + Corporate. Introduction to financials and exercise: using the financials template | DL009 / DL005     | HA295 / HA293     |
| 12    | Nov 29  | **Team Status Updates**  
Go To Market plan. Channels & customer acquisition, revenue models, pricing. | DL009 / DL005     | HA295 / HA293     |
| 13    | Dec 6   | LAB 4 – Final presentation for term 1 (all teams listen). *This lab is graded.*  
*IPeer 2 Opens*  
De-brief for the term and review of deliverables for term 2 | DL009 / DL005     | HA295 / HA293     |
|       | **Dec 22 - Jan 8** | **Winter break** |                   |                   |
| 14    | Jan 10  | Video planning session. Term 2 planning  
Team Status Update – Plan of Attack for Term 2  
*Term 1 Deliverable Due (this is graded): Mid-Term - Initial Business and Technical Plan. IPEER2 due. IP Submission doc due* | DL009 / DL005     | HA295 / HA293     |
|       | **Week of Jan 16** | **Tech Review 2 – Requirements** |                   |                   |
| 15    | Jan 17  | Financials 1: Building financials for your venture – revenue drivers & pricing. | DL009 / DL005     | HA295 / HA293     |
| 16    | Jan 24  | Financials 2: Building financials for your venture – cost drivers; and testing alignment between your financials and your business story.  
Template tutorial | DL009 / DL005     | HA295 / HA293     |
| 17    | Jan 31  | **Team Status Update**  
Financials 3: Valuation, Convertible debt, Non-dilutive financing and grants. | DL009 / DL005     | HA295 / HA293     |
|       | **Week of Feb 6** | **Tech Review 3: Design Meeting Sign-up** |                   |                   |
| 18    | Feb 7   | Part 1: Slicing the pie: scenario role plays.  
Part 2: Governance / Advisory / Cap tables  
Part 3: Creating a real founder agreement. | DL009 / DL005     | HA295 / HA293     |
| 19    | Feb 14  | LAB 5 – Prototype, IP & Financials review – This Lab is Graded.  
No background activity. Teams working in-class | DL009 / DL005     | HA295 / HA293     |
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Room: Section 001</th>
<th>Room: Section 002</th>
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<tbody>
<tr>
<td></td>
<td>Feb 20-24</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>20</td>
<td>Feb 28</td>
<td>Team Status Update Presentation Skills, Pitching Founder agreements due</td>
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<td><strong>Week of Mar 6</strong> NVD Info session to promote the course for the following year. We ask NVD students to promote this amongst their peers in earlier years.**</td>
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<td><strong>Week of Mar 6</strong> Tech Review 4: Verification and validation</td>
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<td>Mar 6</td>
<td>Videos due</td>
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<td>21</td>
<td>Mar 7</td>
<td>Elevator Pitch and Team Video Premiere</td>
<td>ROOM TBD</td>
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<tr>
<td>22</td>
<td>Mar 14</td>
<td>LAB 6 – Preview of final presentation No background activity. Teams working in-class</td>
<td>DL009 / DL005</td>
<td>HA295 / HA293</td>
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<td>24</td>
<td>Mar 28</td>
<td>Demo Day (Prototype, Pitch and Video) – This is Graded iPeer 3 Opens Profs and students go out for drinks to celebrate the term</td>
<td>DL009 / DL005</td>
<td>Location for drinks TBD</td>
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<td>25</td>
<td>Apr 4</td>
<td>LAB 7 – Final presentations – This lab is graded Final Team Deliverables Due (these are graded) Technical Document Business Document IPEER 3 due</td>
<td>DL009 / DL005</td>
<td>HA295 / HA293</td>
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<td>26</td>
<td>Apr 7</td>
<td>Individual reflection assignment due</td>
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<tr>
<td>26</td>
<td>Apr 11</td>
<td>No class –APSC showcase – mandatory for engineers.</td>
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