

Course Syllabus

Course Information

<i>Course Number/Section</i>	ENTP 3320.501
<i>Course Title</i>	Startup Launch
<i>Term</i>	Spring 2014
<i>Days & Times</i>	Thursday, 1900-2145, Venture Development Center (ROC bldg.)

Instructor Contact Information

<i>Instructor</i>	Daniel C. Bochsler
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<i>Office Hours</i>	Tues/Thurs 2:30pm – 4:00pm, or as posted; call/email for other times.
<i>Other Information</i>	

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Approval of supervising faculty is required.

Course Description

This course is designed to guide a student or a student team through the initial stages of a startup launch, focusing on the essential processes of customer development and customer validation, following a structured methodology based on leading industry practices. Participants will be selected and enrolled in the course on the basis of a proposal, approved prior to registration in the course, for the development and launch of a specific business concept. The proposal will be submitted using a standard form summarizing the essential elements of the business concept. Business ideas can come from many sources, including an individual idea for a business, a business concept addressed in prior entrepreneurship courses, technical or business projects from other UT Dallas courses, or an idea developed and submitted to the UT Dallas Business Idea Competition. The proposal may request office space or laboratory facilities in the Venture Development Center, which will be provided subject to availability and appropriate justification. As business concepts are validated and refined, student teams may, with faculty consent, modify or pivot their approach. Students will enroll and complete the course individually, or as a venture team.

Student Learning Objectives/Outcomes

The objective of this course is to refine and validate a specific business concept, and, by the end of the course, be in a position to make an informed decision to proceed, pivot, or terminate the venture. To this end, the specific course objectives are:

1. Students will apply a structured customer discovery and customer validation methodology to evaluate and develop a unique business concept in anticipation of a startup launch.
2. Students will conduct both primary and secondary research to develop, refine and validate the business concept and customer value proposition through interaction with prospective customers and other market participants.
3. Students will identify the key assumptions implicit in their business concept and validate these assumptions by developing testable hypotheses, and utilize a series of Minimum Viable Products to test their hypotheses by conducting market experiments.
4. Students will gain insight and perspective on their target industry by working with assigned mentors and other entrepreneurs and industry participants. Students will actively network across the D/FW entrepreneurial ecosystem by participating in selected activities and forums.
5. Students will develop, refine and validate a complete business model for their concept, integrating knowledge gained in multiple courses, and clearly defining the customer relationships, channels, resources, processes, partnerships, revenue models and cost structures essential to the successful launch of their business concept.

Required Textbooks and Materials

Required Texts

Blank, Dorf. *The Startup Owner's Manual*, Volume 1. 2012. K & S Ranch, Inc publishers. ISBN 978-0-9849993-0-9. (TSOM)

Osterwalder, Pigneur, *Business Model Generation*. 2010. John Wiley and Sons, Inc. ISBN 978-0470-87641-1. (BMG)

These books are available at the UTD Bookstore, Off Campus Books or Stanza Books on Campbell Rd, and via internet like Amazon, etc.. The electronic readings (HBS articles and other) as noted in the assignment schedule of this syllabus are available for download from the UTD McDermott Library website (<http://www.utdallas.edu/library/resources/journals.htm>).

General Course Format

This course is designed to progressively lead each team through a structured evaluation of each team's proposed business opportunity, clearly defining and validating key assumptions about the target customer, the customer's problem or need, the entrepreneur's solution, and the business model required to deliver the solution to the target customer.

The course will include lectures, discussions, individual project reviews, limited guest speakers, and presentations. The single weekly class will generally be composed of a short lecture and/or discussion session according to the course assignments and academic calendar, as well as frequent student presentations. These sessions are designed to raise student awareness and provide the student with models, frameworks, approaches to address the issues associated with each topic. Individual project meetings may be scheduled outside normal class times to accommodate individual schedules. Classes will be interactive, drawing on each team's experiences and perspectives to the extent possible.

The assignments and deliverables will include:

- **Business Portfolio Package**
Each idea team will be required to complete a series of documents throughout the semester. From the beginning, each business idea team will accumulate and prepare a collection of these intermediate working notes, papers, different presentation documents, checklists and other material. These will serve as a reference and record of progress – this collection will constitute the Business Portfolio Package at the end of the semester. Quality and completeness will be assessed, and these will be reviewed briefly during team status meetings. Numerous items during the course are to be submitted electronically via eLearning.
- **Weekly Activity Journal by each team and Team status meetings**
Your weekly journal (like a blog) is an integral part of your course deliverables. It is one measure of progress and it is required to be maintained and updated at least once per week, if not after every customer/project meeting, activity, discussion or insight that "hits" you. Also, a weekly activity report item must be posted to your team journal as well that consists of a short summary, in bullet point format, of 1) progress during the prior week; 2) plans for the coming week; and 3) questions/issues/concerns/observations. And every few weeks, status meetings outside class will be scheduled with faculty to mutually accommodate individual team schedules. This is intended as an in-person discussion to discuss, identify and plan for individual team needs, situation, progress, problem solving, review of Business Portfolio information as needed, etc.
- **Business Model Canvas and other analysis tools**
Several iterations of a Business Model Canvas, buyer utility matrix, value curve, and industry ecosystem diagrams will be developed, submitted and presented to the class by each idea team during the semester. The rigor, completeness and relevant information content of these will be assessed. Repeated, incrementally changing presentations during class time help drive: 1) improvement and evolution of ideas; 2) constructive feedback from peers; 3) validation of ideas; and 4) better development and integration of ideas and learning. Seeing how the business model canvas changes over time is a key perspective to be gained. Both the Phase 1 and Phase 2 presentations will be used to determine the grade for this assignment.

- **Business Presentation (each team)**

Each idea team will prepare and deliver a business presentation, with one significant preliminary version in the middle of the semester and an updated complete version at the end (10+ minute presentation plus 5-10 minute Q&A from instructor and the class). Each presentation will provide an overview of the project, including background, key results, and lessons learned. This is expected to be a management quality presentation, in content, appearance and conduct. Grading criteria will include: presentation materials (clear, comprehensive, logical, flow) 30%; delivery (clear, compelling, persuasive) 30%; questions and answers (answered class/instructor questions directly, clearly, effectively) 30%; time management (effective use of allotted time) 10%. The content of both the preliminary and final presentation will follow the outline provided in Appendix B.

- **Entrepreneurial Mentoring**

This assignment involves discussion and interaction with one or more experienced industry entrepreneurs both from within and outside the University as appropriate and desired. The intent is to pair students with successful entrepreneurs to enable the student to gain one-on-one insight into the entrepreneurial experience as it related to your business idea progression, and add to individual development of professional networking skills. The instructor will arrange these mentoring assignments early during the semester based on individual group needs.

- **Personal Entrepreneurial Networking Development**

Successful startups most often benefit from having a supporting “ecosystem” of experiences as well as connections across a spectrum of industry, personal and professional settings. These corporate connections increase the personal success of individuals, as well as aid in the development of successful businesses. The emphasis here is on students taking responsibility for their own personal development and growth in order to foster more capable skills. The objective is for each student to complete a set of extra-curricular activities, to be selected from, but not limited to, some examples listed in Appendix A. Each student is expected to accumulate a minimum of 10 points during the course, with at least some networking activity from within each of the three general categories listed (everyone is encouraged to attend more if possible). The activities selected are at the discretion and choice of the student, and other relevant conferences, meetings, and outside activities may be used.

Individual Participation

You are required to attend class and be actively involved in the idea team, attend status meetings, engage in discussion. This course is your course – your input will determine your outcomes. Missing a class due to illness or personal business should be minimized and avoided. Please let the instructor know in advance. Any absence not followed up with assignment and activity maintenance and catch-up will require a team conference to review the situation. This is a rigorous course. Excessive absences reduce your ability to perform, and abuse of the experiential and responsibilities inherent in this type of course could result in a letter grade reduction.

Obviously, you are fully and personally responsible for anything you miss. Keep in mind that all assignments must be submitted on or before the due date, regardless, and your engagement, commitment and responsiveness to your team and your projects is critical to your success. Late assignments may be penalized. Other weekly discussions and/or meetings will be considered for attendance as well.

Assignments & Academic Calendar

The following course schedule provides a detailed checklist of topics and assignments by week. This course outline provides a general plan for the course that may vary on a project by project basis. The Instructor reserves the right to make periodic changes to content, requirements, and schedule. Notice that there may be times when you have more than one assignment due on a particular day. You will need to plan ahead so that you do not fall behind. Readings and assignments are to be completed before class, and all assignments are due at the beginning of the assigned class period, unless otherwise noted below.

Topics, Reading Assignments, Meetings, Due Dates, Event Dates

Date	Topic	Reading/Case Discussion	In Class	Outside Class
S1, Jan 16 VDC (ROC)	Course Introduction, Requirements, Discussion	Chapter 1, 2 TSOM; BMG: Pages 14-51; eJournal: Bhide – The Questions Every Entrepreneur Must Answer – (HBR 96603 Nov-Dec 1996) BMC teaching note review	<ul style="list-style-type: none"> • In-class meeting • Group discuss each business idea (use idea format document) • Brief lecture • Assignment review • BMC process & template intro • Journal discussion • Tour of VDC and access 	<ul style="list-style-type: none"> • JOURNAL • Pre-reading • Review syllabus
S2, Jan 23 VDC (ROC)	Discovery: Why customer is not a simple concept	Chapter 3 TSOM;	<ul style="list-style-type: none"> • In-class meeting • Short Lecture • Your BMC: short pitch each group (1st BMC chart) 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced
S3, Jan 30 VDC (ROC)	Project Reviews	BMG: Story Telling section, p.170. Individual group meetings, and mentoring discussion	<ul style="list-style-type: none"> • <u>No group class meeting</u> • Individual team meetings scheduled 	<ul style="list-style-type: none"> • JOURNAL • Project concept review • Personal networking: self-paced
S4, Feb 6 VDC (ROC)	Competition: Competitor and value chain assessment	BMG: Customer Insights section (p.126); eJournal: Kim and Mauborgne - <i>Knowing a Winning Business Idea When You See One</i> (HBR R00510 Sep-Oct 2000) eJournal: Kim and Mauborgne – <i>Creating New Market Space</i> , (HBR R99105 Jan-Feb 1999) BUM teaching note review VC teaching note review	<ul style="list-style-type: none"> • In-class meeting • Brief lecture • Journal discussion • Review BUM and VC concepts, examples and tools • Group exercise with BUM 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced • Mentoring
S5, Feb 13 VDC (ROC)	The Model: What you think your business can do	Chapter 4 TSOM; BMG: Scenarios section (p.180);	<ul style="list-style-type: none"> • In-class meeting • Brief lecture • Checklist 3-12 (first cut) • Preliminary Buyer Utility Matrix, and Value Curve presentation 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced • Mentoring
S6, Feb 20 VDC (ROC)	Test the Problem Solution: Is it something people can use	Chapter 5 TSOM; Business Presentation Outline review (syllabus)	<ul style="list-style-type: none"> • In-class meeting • Short lecture • Checklist 13-17 (first cut) 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced • Mentoring • <u>Individual group mtgs</u>
S7, Feb 27 VDC (ROC)	Test the Product Solution: Is it something they want	Chapter 6 TSOM; BMG: Business Model Perspective section (p.226).	<ul style="list-style-type: none"> • In-class meeting • Short Lecture • Checklist 19-21 (first cut) 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced • Mentoring
S8, Mar 6 VDC	Stage Gate 1: Proceed or Pivot Back	Chapter 7 TSOM;	<ul style="list-style-type: none"> • In-class meeting • Your BMC: short pitch each group (2nd BMC chart) 	<ul style="list-style-type: none"> • JOURNAL • Personal networking:

Date	Topic	Reading/Case Discussion	In Class	Outside Class
(ROC)			<ul style="list-style-type: none"> • Checklist 18,22-25 (first cut) 	self-paced <ul style="list-style-type: none"> • Mentoring
Mar 10-14	No classes - Spring Break			
S9, Mar 20 VDC (ROC)	Business Model Perspective: Taking an integrative view	Business Model Canvas review, Phase 1.	<ul style="list-style-type: none"> • In-class meeting • Preliminary business presentation draft presentation (and submission) 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced • Mentoring
S10, Mar 27 VDC (ROC)	Market Knowledge: Knowing what they really want	Chapter 8 TSOM BMG: Visual Thinking section (p.146).	<ul style="list-style-type: none"> • <u>No class meeting</u> • Review checklists perspectives, questions, revisions. • Submit BMC: (3rd BMC chart) 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced • Mentoring • Individual group mtgs
S11, Apr 3 VDC (ROC)	Thinking it Through: Do I have my story straight	Chapter 9 TSOM	<ul style="list-style-type: none"> • In-class meeting • Short lecture • Checklist 26-31 (first cut) • Present revised BUM and VC charts (each group) • Submit revised Buyer Utility Matrix, and Value Curve 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced • Mentoring
S12, Apr 10 VDC (ROC)	Customer Value, Function and Capture: Selling it	Chapter 10 TSOM BMG: Prototyping section (p.160)	<ul style="list-style-type: none"> • In-class meeting • Short lecture • Checklist 32-35 (first cut) 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced • Mentoring
S13, Apr 17 VDC (ROC)	Industry Food Chain: How to describe where the product and company fits	Chapter 11 TSOM;	<ul style="list-style-type: none"> • <u>No class meeting</u> • Checklist 36-39 (first cut) • Project and checklist review, progress 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced • Mentoring • Individual group mtgs
S14, Apr 24 VDC (ROC)	Stage Gate 2: Are we there yet	Chapter 12 TSOM Funding and exit strategies discussion: review entrepreneurial finance teaching note	<ul style="list-style-type: none"> • In-class meeting • Short lecture • Checklist 40-44 (first cut) • Present revised BMC #4 	<ul style="list-style-type: none"> • JOURNAL • Personal networking: self-paced • Mentoring
S15, May 1 VDC (ROC)	Project Reviews		<ul style="list-style-type: none"> • In-class meeting • Final Business Presentations each group, including BMC, BUM, VC info. 	<ul style="list-style-type: none"> • Final JOURNAL entry • Next steps (advising)

Grading Policy

The list of assigned readings and class activity is contained in the course calendar above. The grading values are as follows:

Individual Participation, mtgs, journal	20%
Business Presentations	20%
Bus Model Canvas and other pitches	20%

Entrepreneurial Mentoring Activity	10%
Entrepreneurial Networking Participation	10%
Business Portfolio Package	20%
	100%

You are expected to read each assigned chapter and case study. Quality of your class participation, commitment and engagement is vital. The Instructor will not cover all elements of the texts during lectures. Grades will be assigned according to the following scale, and peer evaluations will be reviewed and incorporated into final grades:

Points	Grade	Points	Grade
>=97 – 100	A+	>=74 – <77	C
>=93 – <97	A	>=70 – <74	C-
>=90 – <93	A-	>=67 – <70	D+
>=87 – <90	B+	>=64 – <67	D
>=84 – <87	B	>=60 – <64	D-
>=80 – <84	B-	Less than 60	F
>=77 – <80	C+		

Course Policies

eLearning

You will need to access eLearning for use during this class. This will be the method of communication that will be used to post some class related announcements, class support information including syllabus, and class session related study items and assignments. This will be your destination for submitting some assignments electronically. Direct any email/message communication to the Instructor through eLearning. A University policy to protect student privacy directs that faculty are not required to answer student emails unless they are from a UTD account. You should be able to access eLearning with your UTD ID and password. Call computer services at (972)-883-2911 if you need assistance, and view UTD website resources to become familiar with the eLearning system.

Paper and Assignment Recommendation

You should strive to prepare assignments that are of the same professional quality that you would provide the management of a business that you are dealing with or working for directly.

Preparations for and Discussion during Class

Class discussion will take place against a background of conceptual material that is acquired through assigned textbook reading, and brief lectures which are listed in the course outline.

Do not be discouraged by some technicalities you may encounter in readings and cases. The Instructor will not hold you responsible for knowing the history of a particular industry, nor for having studied the research issues in great depth. So, skip the technicalities and simply ask yourself what the key insights and findings of each reading are and how they relate to the business concept you are focused on. Write these down. Try to relate them to the current and past course elements to gain a cumulative learning effect.

Most general managers spend very little time reading, and even less time writing reports. The vast majority of their interactions with others are verbal. For this reason, the development of verbal skills is included in this class. The classroom should be considered a laboratory in which you can test your ability to convince your peers of the correctness of your approach to complex problems and of your ability to achieve the desired results through the use of that approach.

Missed Classes

It is the individual student's responsibility to acquire missed lecture notes, assignments, handouts and announcements from a class member and/or eLearning – not the Instructor. Each student is responsible for ALL information given in class. This includes any changes to the syllabus, content and format of exams, and details given regarding assignments.

Make-up assignments

There will be no makeups available for assignments. However, extenuating circumstances can be accommodated.

Extra Credit

There will be no extra credit.

Late Work

All assignments are due on or before the due date and time.

Classroom Citizenship

Students are expected to behave professionally as college learners, and not distract others or interfere with their learning. Remember:

- Silence all cell phones and pagers.
- Take good notes
- Arrive on time, and don't leave early.
- Respect all opinions and cultures in class. You are expected to be open minded and willing to learn and experience while constructively contributing your own thoughts. The class will not be a forum for any student to personally advance any cultural, religious, or political viewpoint beyond the scope of the material considered pertinent to the course.

Peer Evaluation

If applicable, each team will have the opportunity to comment on and rate the performance and contributions of their peers. The evaluation form will be provided during the course, and a formula will be used to adjust individual grades if appropriate.

Technical Support

If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911. Also, see 866-588-3192 for eLearning Helpdesk..

Field Trip Policies / Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course - none.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations of the Board of Regents of the University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the Course Syllabus Page 8, University's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972/883- 6391). A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty and administration of the School of Management expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success. The Judicial Affairs website lists examples of academic dishonesty. Dishonesty includes, but is not limited to

cheating, plagiarism, collusion, facilitating academic dishonesty, fabrication, failure to contribute to a collaborative project and sabotage. See the following link for more details:

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>

Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. Students in this course suspected of academic dishonesty are subject to disciplinary proceedings. The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities equal educational opportunities. Disability Services provides students with a documented letter to present to the faculty members to verify that the student has a disability and needs accommodations. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. It is the student's responsibility to notify his or her professors of the need for accommodation. If accommodations are granted for

testing accommodations, the student should remind the instructor five days before the exam of any testing accommodations that will be needed. Disability Services is located in Room 1.610 in the Student Union. Office hours are Monday – Thursday, 8:30 a.m. to 6:30 p.m., and Friday 8:30 a.m. to 5:00 p.m. You may reach Disability Services at (972) 883-2098.

Guidelines for documentation are located on the Disability Services website at <http://www.utdallas.edu/disability/documentation/index.html>

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's overall policies and procedures segment of the course syllabus, which for course purposes may be added to in the information above. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies

All descriptions, assignments and timelines in this syllabus are subject to change at the discretion of the Instructor, including any appendices attached below.

APPENDIX A

Entrepreneurial Networking Activity Selection List

Entrepreneurial Networking Activity	Activity Description (Confirmation of the event in some form is required. Examples include: conference or event organizer, representative, advisor, club leader, manager, executive, etc.)	Points	Maximum number of attempts or repetitions
Entrepreneurial networking groups, conferences, forums, etc.			
Attend a regional or national innovation related conference	The conference should expose students to entrepreneurs, related industry topics, and enhance knowledge from events and activities.	3	1
Attend an event held by a Dallas/Ft. Worth area innovation or entrepreneurship group or organization	Forums, networking events, presentations, etc. sponsored by these groups bring together new and growing firms, and focuses on key issues and areas that are vital to personal and business success.	2	2
Attend an event hosted by the Metroplex Technology Business Council, Richardson Chamber of Commerce, or another DFW area city chamber	Attend an MTBC event, or chamber of commerce meeting. This provides exposure to the local and regional business environment, and gives a picture of the business and networking relationships existing anywhere a new or existing business operates.	2	3
Attend an event offered by the Institute for Innovation and Entrepreneurship	Various events throughout the year.	2	2
Become a member of the Entrepreneurship Club	Join the Entrepreneurship club to gain/grow on campus networks.	2	1
Networking and personal skill building activities			
Interview an entrepreneur	Interview the founder or executive from a firm that has some type of revenue, preferably greater than \$500,000. Create a written summary of the meeting, including company information, and 8-10 questions that you covered in some detail during the interview/meeting.	3	2
Signup and participate in a mock interview, or career fair event at the Career Center either in SSB or one of the UT Dallas academic schools	After completing your interview, submit a note regarding the details and what you personally received from the experience. Entrepreneurs get asked a lot of questions, and this is good personal career development practice.	1	1
Attend an academic school alumni networking event	Networking with previous students expands your network of personal and professional contacts. Gather contact information from at least 3 different alumni.	2	1
Schedule and make a site visit to a relatively new startup's business	Schedule a visit to discuss and understand their successes and struggles as they got started	2	1
Shadow an entrepreneur for a day	Select your own entrepreneur or arrange to select one from the course faculty. You must prepare a 1 page summary of your experience and perspectives. Must be at least ½ day.	3	1
Attend a professional society or chapter meeting	Select any type of industry professional association or chapter meeting. May be directly or indirectly related to a major business operations function.	2	1
Join the Toastmasters group at UT Dallas	Attend at least 2 meetings and make at least one presentation	2	1

Venture Specific Developments			
A professional video that serves as a product demo	Demonstrating a new product or service must be effective. Videos can be posted on websites, in presentations, or displayed in marketing situations. The video should be 3-6 minutes long.	3	1
Register a venture as an LLC or Corporation	Must be related to your course project business idea	3	1
Register for intellectual property related to your business	Can be logo, copyright, name, trademark, or patent (provisional or full submission)	3	1
Create a prototype for your business idea project	Models or prototypes help to present and communicate a better understanding of functions and capabilities of a product or service, both in appearance and/or function.	2	1
Develop a website for your business idea project	Website should be business content in focus, with mission, goals of the company.	2	1
Acquire 1 investor for your business idea	This would be individuals that invest a minimum of \$1000.00 into your venture.	3	1
Acquire an investment from an established angel investor or venture capitalist	Prepare a 2 page written summary of the planning, mtgs, and results details.	5	1

APPENDIX B

Business Presentation Slide Format Outline and Content: use the context of presenting your idea to prospective investors, partners, key employees.

Slide Description	Content	Notes
Title	Company name; your name and title, contact info	Explain (say) what you do. “We sell”, “we are a Company.” Be to the point.
Problem	Describe the customer pain you are relieving. Get everyone buying into what you are doing.	Don’t cite market studies. Don’t look like a solution in search of a problem.
Solution	Explain how you solve the customer pain/problem/need. Make sure audience understands what you sell and the value proposition.	No in-depth tech explanation. Tell the essence of how you fix the pain/problem/need. Example: We are a discount hotel website. We have written software that searches all other hotel sites and gathers price quotes into one report.
Business Model	Explain how you plan to capture value – make money; how will revenue flow to the company, your distribution channels, financial margins. Use Bus Model Canvas in part.	Explain the transaction from end-to-end. Pictures and diagrams are good. Reference examples of others who might use your same business model - value chain. Also, include names of companies already buying your product/service.
Underlying Strength	Describe the unique technology, process behind the product/service offering.	More diagrams, pictures, figures, flow diagrams, etc. are good here. Proof of concepts and sample products are very helpful.
Marketing and Sales	How will you reach your customer, and key partners? How will you create awareness of your product to the target customers?	Persuade judges that you know how to get the product to market, and in a cost effective way. Utilize Buyer Utility Map, industry eco system, and Value Curve concepts.
Competition	Portray who your competition is. Be complete, and not vague or general. Provide competitive matrix of relevant points of comparison	Tabular comparison is helpful. Talk about why you are better than other alternatives.
Management Team	Describe those involved in your management, advisors, directors, major investors/backers.	Demonstrate that you understand/recognize your personnel weaknesses as well as strengths.
Financial Projections and measures	Provide forecasts of dollars of revenue, units sold, number of customers, and expenses.	Document your assumptions well. Don’t leave judges guessing. Integrate length of sales cycles, ramp-up times into estimates.
Current Status, Accomplishment list, planned timeline of activity/events.	Describe current status of product/service offering, showing near-term future expectations, and how you’ll work to get there.	Create a picture of the progress or activity of your company so far. Some will use this as a split between current status, and next steps (for company and for outsiders/investors, etc.); utilize preliminary milestone plan info.

Note: adapted from “The Art of the Start” by Guy Kawasaki, p.51-52.