

**1. General Information**

1a. Submitted by the College of: UNDERGRADUATE EDUCATION

Date Submitted: 1/16/2014

1b. Department/Division: Experiential Education

1c. Contact Person

Name: Derek R. Lane

Email: Derek.Lane@uky.edu

Phone: 859-257-9538

Responsible Faculty ID (if different from Contact)

Name: Ben Withers

Email: bwithers@uky.edu

Phone: 859-257-8450

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EXP 455

2c. Full Title: EXP 455 Capstone Experience in Innovation and Entrepreneurship

2d. Transcript Title: iNET Capstone

2e. Cross-listing:

2f. Meeting Patterns

OTHER: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. Course Description for Bulletin: EXP 455 is designed as the required capstone course to earn the interdisciplinary Certificate in Entrepreneurship Studies at the University of Kentucky. It is aimed at providing students with the opportunity to integrate the knowledge and skills they have acquired as part of the courses they have completed in entrepreneurship as well as provide experiences for students to focus on innovative processes that require entrepreneurial thinking. The course is based upon the National Science Foundation Innovation Corps program and Stanford's Lean Launch Pad developed by Steve Blank. Students get out of the building, build a company, and test hypotheses related to the nine building blocks of the Business Model Canvas as they complete a capstone project that draws on prior entrepreneurial course work. The experience culminates in a formal business plan and pitch. The course requires students to apply their critical thinking skills as they synthesize previous course work and extend and develop their own original ideas in entrepreneurial thinking. By integrating their knowledge and skills, students will also demonstrate that they possess them.

2k. Prerequisites, if any: COM 381 and consent of instructor

2l. Supplementary Teaching Component: Both

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: The Undergraduate Certificate in Entrepreneurial Studies

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: The Undergraduate Certificate in Entrepreneurial Studies

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|BCWITH2|Benjamin C Withers|EXP 455 NEW College Review|20140117

SIGNATURE|JMETT2|Joanie Ett-Mims|EXP 455 NEW Undergrad Council Review|20140212

|         |                  |
|---------|------------------|
| Courses | Request Tracking |
|---------|------------------|

### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

Upload File

| ID          | Attachment                   |
|-------------|------------------------------|
| Delete 3029 | FINAL EXP455 2 7 14 (2).docx |

1

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact):  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year

e.

Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity  Composition & Communications - II

Inquiry - Humanities  Quantitative Foundations

Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning

Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity

Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

|   |  |                                     |                                     |
|---|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Lecture          | <input type="checkbox"/> Laboratory <sup>1</sup>                             | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study     | <input type="checkbox"/> Clinical  | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum  |
| <input type="checkbox"/> Research         | <input type="checkbox"/> Residency   | <input type="checkbox"/> Seminar    | <input type="checkbox"/> Studio     |
| <input checked="" type="checkbox"/> Other | If Other, Please explain: <input type="text" value="Experiential Learning"/> |                                     |                                     |

g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail  Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

EXP 455 is designed as the required capstone course to earn the interdisciplinary Certificate in Entrepreneurship Studies at the University of Kentucky. It is aimed at providing students with the opportunity to integrate the knowledge and skills they have acquired as part of the courses they have completed in entrepreneurship as well as provide experiences for students to focus on innovative processes that require entrepreneurial thinking. The course is based upon the National Science Foundation Innovation Corps program and Stanford's Lean Launch Pad developed by Steve Blank. Students get out of the building, build a company, and test hypotheses related to the nine building blocks of the Business Model Canvas as they complete a capstone project that draws on prior entrepreneurial course work. The experience culminates in a formal business plan and pitch. The course requires students to apply their critical thinking skills as they synthesize previous course work and extend and develop their own original ideas in entrepreneurial thinking. By integrating their

## k. Prerequisites, if any:

COM 381 and consent of instructor

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 20

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

The course is designed as an integral component of the university-wide interdisciplinary undergraduate certificate that is currently under review.

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

The Undergraduate Certificate in Entrepreneurial Studies

b. \* Will this course be a new requirement <sup>s</sup>for ANY program?  Yes  No

If YES <sup>s</sup>, list affected programs:

The Undergraduate Certificate in Entrepreneurial Studies

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

EXP 455  
**Capstone Experience in Innovation and Entrepreneurial Thinking**  
Spring 2015

**Instructor:** Dr. Derek R. Lane  
**Office Address:** 310H LCLI Little Library  
**Email:** Derek.Lane@uky.edu  
**Office Phone:** 257-9538

**Office hours:** Monday and Wednesday  
10:00 a.m. to 11:30 a.m.

**Course Description:**

EXP 455 is the required capstone course to earn the interdisciplinary Certificate in Innovation and Entrepreneurial Thinking at the University of Kentucky. It provides students with opportunities to integrate the knowledge and skills they have acquired as part of the coursework they have completed in entrepreneurial thinking as well as provide experiences for students to apply innovative processes that demonstrate entrepreneurial thinking. **Prerequisite is COM 381 and consent of instructor.**

**Student Learning Outcomes:**

After completing this course, the student will be able to:

- Define and distinguish among *innovative, management, and social* entrepreneurship from a multidisciplinary perspective and how each type of entrepreneurship can create economic and social value.
- Identify the key drivers associated with innovation and entrepreneurial thinking as well as the process of how to effectively transform organizational culture.
- Articulate in writing the risks and rewards associated with entrepreneurial thinking.
- Engage in a practical application of entrepreneurial thinking in a functional context.
- Cultivate strategic partnerships in local, regional, national, and international partnerships that will nourish innovation ecosystems.
- Apply privilege, leverage, and foster transformational leadership resulting in observable management, marketing, and communication competencies (e.g., participation should create team builders, critical thinkers, information managers, innovative problem solvers, etc.).

- Complete an entrepreneurial project that is designed to enhance overall quality of life issues (e.g., improve health, reduce achievement gaps, improve technological infrastructure, etc.).

### Required Materials:

Blank, S., & Dorf, B. (2012). *The startup owner's manual: The step-by-step guide for building a great company*. Pescadero, CA: K & S Ranch, Inc.

Osterwalder, A. (2010). *Business model generation*. Hoboken, NJ: John Wiley & Sons, Inc.

There will also be several supplemental readings that will be provided throughout the course. Required reading material will be available on the course Blackboard website.

### Course Assignments

|   |             |
|---|-------------|
| Individual iNET Term Project .....        | 400         |
| Company Oral Presentations (5 X 50) ..... | 250         |
| Final Pitch .....                         | 200         |
| Final Business Model Canvas .....         | 150         |
| <b>TOTAL POINTS</b> .....                 | <b>1000</b> |

Grade distribution: 900-1000=A 800-899=B 700-799=C; 600-699=D; 599 or lower=E

*I strongly encourage all of you to come to class prepared and ready to discuss the week's reading assignments. Throughout the semester, each of you will be expected to facilitate a discussion about one weekly reading to enhance your understanding of course content.*

### Summary Description of Course Assignments

**The Final iNET Term Project:** The final project, which is something like a brief senior thesis, should provide evidence of the student's ability to synthesize what they have learned as a function of the certificate program in entrepreneurial studies. The final project will vary by student and must be approved by the professor and the iNET Entrepreneur in Residence.

**Company Oral Presentations on Lessons Learned:** During the semester, students will give several 15-minute presentations related to the lessons they learned from getting out of the building. The presentations will be graded for content, organization, and delivery.



*Team Presentations:* maximum 15 minutes each (all teams)

- Slide 1: Cover slide
- Slide 2: Current business model canvas with any changes marked
- Slide 3: What did you learn about your value proposition from talking to your customers?
  - Hypothesis: Here's What We Thought
  - Experiments: So Here's What We Did
  - Results: So Here's What We Found
  - Iterate: So Here's What We Are Going to Do Next

**Final Pitch:** The final pitch will follow the format of the lessons learned presentations but will also include four major components: traction (product/market fit), product, team, social proof. Additional information will be provided as the semester progresses but students can get started early by visiting: <http://venturehacks.com/pitching>.

**Final Business Model Canvas:** The final business model canvas will be the culmination of all lessons learned during a minimum of 100 customer contacts

### **Final Exam Information**

A traditional final examination will not be administered in this class. Instead, students will present their final business model and their pitch at the scheduled final exam time in the regular classroom **(to be entered after course is approved)**.

### **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### **Course Policies:**

This course provides real world, hands-on learning on what it's like to actually start a company. This class is *not about how to write a business plan*. It's *not an exercise on how smart you are in a classroom*, or how well you use the research library. The end result is *not a PowerPoint slide deck for a VC presentation*. Instead you will be **getting your hands dirty talking to customers, partners, and competitors, as you encounter the chaos and uncertainty of how a startup actually works**. You'll **work in teams** learning how to **turn a great idea into a great company**. You'll learn how to use a *business model canvas* to brainstorm each part of a company and *customer development* to *get out of the classroom* to see whether anyone other than you would want/use your service or product. Finally, you'll see how *agile development* can help you rapidly iterate your product to build something customers will use and buy. Each week will be new adventure as you **test each part of your business model and then share the hard earned knowledge with the rest of the class**. Working with your team you will encounter issues on how to build and work with a team and together we will understand how to build and manage the startup team.

The class meets for a total of three hours per week for the entire semester. During those three hours we'll do two things. First, I'll facilitate a discussion on one of the 9 building blocks of the business model canvas. Second, each student team will present "lessons learned" from their team's experience getting out of the building learning, testing, iterating and/or pivoting their ideas with respect to the business model canvas.

During the first week of class, students will form teams (optimally 4 people in a team—but I'm flexible) and a specific company. Their company can focus in any area— software, hardware, medical device or a **service** of any kind. Throughout the course, the company teams will share with the class answers to these "lessons learned" questions:

1. What did you initially think?
2. So what did you do?
3. Then what did you learn?
4. What are you going to do next?

At the course's end, each team will present their entire business model and highlight what they learned, their most important pivots and conclusions.

#### **Submission of Assignments:**

All assignments must be submitted on time. All written assignments are due at the beginning of class on the due date and must be typewritten. All assignments should be proofread carefully before turning them in, and late work will result in a reduction of 10% (one letter grade). As a rule, late work will be reduced one letter grade. Excessively late work will not be accepted. Please notify the instructor as soon as possible if your work is late due to a verified excused absence. You are also expected to complete reading assignments **before** due dates!

#### **Attendance Policy.**

You cannot do well in this class if you do not attend regularly. You need to attend class and be on time for each session. If you have a problem, you should contact me before class begins. If you miss more than three (e.g. 20%) classes (excused or unexcused), you will be encouraged to withdraw from the course—consistent with the Attendance Policy in the University of Kentucky Senate Rules.

#### **Excused Absences:**

Students need to notify the professor of absences **prior to class when possible**. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor **in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class**. Information regarding dates of major religious holidays may be obtained through the

religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students will be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required **prior** to the absence.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## Tentative Course Schedule

Following is a tentative, preliminary list of topics we will be covering. However, the actual schedule may vary, depending on the needs of the class. You will be responsible for knowing from week to week what we are actually covering in class.

| WEEK | ACTIVITIES   | ASSIGNMENT DUE                                |
|------|--|---|
| 1.   | Introduction to course; expectations explored                    | Team Introductions                            |
| 2.   | Business Model Canvas/Customer Development<br>Team Presentations | <b>Team Presentations</b>                     |
| 3.   | Best Practices for Customer Discovery<br>Customer Discovery      |   |
| 4.   | Value Proposition(s)/Customer Segments                           | <b>Team Presentations</b>                     |
| 5.   | Business Model Canvas Examples                                   |   |
| 6.   | Corporate Entrepreneurship Part 1                                | <b>Team Presentations</b>                     |
| 7.   | Channels / Get, Keep, Grow Customers<br>Revenue Model            |   |
| 8.   | Business Model Canvas BEST PRACTICES                             | <b>FINAL Term Project TOPIC DUE</b>           |
| 9.   | Corporate Entrepreneurship Part 2                                | <b>Team Presentations</b>                     |
| 10.  | <i>SPRING BREAK</i>  | No Class                                      |
| 11.  | Partners, Key Resources, & Activities                            |   |
| 12.  | Business Model Canvas Examples                                   |   |
| 13.  | Team Presentations   | <b>Team Presentations</b>                     |
| 14.  | Costs and Metrics that Matter                                    |   |
| 15.  | The Lean Startup   | <b>FINAL Project/SBIR Application<br/>DUE</b> |
| 16.  | <b>FINAL Business Model &amp; Pitch</b>                          | <b>EXIT INTERVIEWS</b>                        |