Course in Exponential Entrepreneurship

Course in a Box: syllabus, instructor's guide, capstone, and AI track — to teach the method of exponential entrepreneurship to professionals in any discipline

---

PhD. Bernardo José Cortina Ceballos
MVZ. Sergio Armando Cortina Egea

Veracruz, June 2026

Serie Emprendedor · v1 · Base text: Exponential Entrepreneurship (13 chapters)

Contents

1 How to use this course in a box 1
2 The course at a glance 2
2.1 Identity and promise 2
2.2 Learning outcomes 2
2.3 The two assemblies 3
2.4 Assessment 4
3 The ten units 5
3.1 U0 · Kickoff: linear vs exponential 5
3.2 U1 · SEE: the exponential opportunity 5
3.3 U2 · VALIDATE: real customers, low cost 6
3.4 U3 · BUILD: the AI-native company 6
3.5 U4 · CAPTURE: the defensible moat 7
3.6 U5 · ESCALAR: model, financing and negotiation 7
3.7 U6 · COSECHAR: plan your exit and design your Pitch 8
3.8 U7 · Cases and market 8
3.9 U8 · Honest objections 9
3.10 U9 · The call and Pitch Day 9
4 The capstone project 11
4.1 Deliverables by phase 11
4.2 Capstone rubric 11
5 The two-level AI track 13
5.1 Level 0 — Fluency (for those who have never used it) 13
5.2 Level 1 — AI applied to the method (for everyone) 13
5.3 The labs 14
6 Curriculum Adaptation Guide by Disciplines 15
7 Field Trip Guide: Beachhead Audits 16
7.0.0.1 Destinations and Audit Focus: 16
8 Appendices 17
8.1 Appendix A — Map of alignment with competencies 17
8.2 Appendix B — Materials and resources 18
8.3 Glossary of the method 18

Exponential Entrepreneurship · Course in a Box

1 How to use this course in a box

This document is a **ready-to-teach instructor's kit**: everything you need to deliver the method of exponential entrepreneurship as a course, without redesigning your own. It ships with a single underlying idea —**to drive the friction of adopting it down to almost zero**—, which is why it includes the syllabus, the session-by-session guide, the capstone project with its rubric, the breakdown of the AI track, and the map of alignment with the competencies your school must already meet.

It is **modular**: the same core assembles into two sizes —an **embedded module** of 6 weeks inside a related course (such as Livestock Production Systems) or a **full semester elective**—. Choose the assembly and follow its calendar.

> ✓ **Three rules to make it work**
>
> 1. **It is a course of doing, not of listening.** The axis is a real project; minimize lecture and maximize fieldwork and the workshop.
> 2. **Wide tent.** The book's examples are livestock-focused because that is where its author's feet are planted, but the method does not care about species: encourage every student to apply it to **their** area —small animal practice, pharmaceuticals, laboratory, aquaculture, beekeeping—. Adapt the local examples to your region.
> 3. **Honesty over the sale.** The method rests on validating with real data and conceding what must be conceded. Model that honesty; it is what sets a founder apart from a snake-oil salesperson.

The **base text** is the book (the 13 chapters) and the open resources at `serieemprendedor.com/recursos` (the validation canvas, the five-step checklist, and the linear-vs-exponential visualizer).

2 The course at a glance

2.1 Identity and promise

Field	Definition
Name (elective)	«Exponential Entrepreneurship — "From specialist to founder: technology-based startups in the age of AI"»
Level	Final undergraduate semesters (or graduates, in a diploma format)
Language	Spanish (FMVZ-UV pilot); structure cloneable to English
Twofold promise	On completion, the student knows how to **validate a startup** and **use AI with judgment** — the two most in-demand competencies, with a universal and adaptable approach
Format	Project-based (capstone), with fieldwork and AI workshops

2.2 Learning outcomes

On completing the course, the student is able to:

#	Learning outcome	Method phase
LO1	Distinguish a linear business (price-taker) from an exponential one and detect value-capture opportunities in their area	Red line
LO2	Validate an idea with real customers at low cost (Mom Test, Wizard of Oz, for under $50)	VALIDATE
LO3	Design an AI-native company (closed loop, team of agents) and translate their clinical judgment into instructions for the AI	BUILD
LO4	Build a defensible moat (data, network, trust, physical interface)	CAPTURE
LO5	Choose a business model and a financing path (OPC/ niche/exponential; SAS/SAPI/equity)	SCALE
LO6	Plan the liquidity event (M&A, strategic buyers) and structure the assets from day one	HARVEST

LO7	Use AI tools with judgment: prompting, agents, limits, ethics, and human validation	AI track
LO8	Anticipate honest objections and make the decision to launch	Objections + Call

The alignment of each outcome with the formal accreditation competencies (AAVMC-CBVE, WOAH Day-1) is in Appendix 8.1.

2.3 The two assemblies

Assembly A — Embedded module (≈6 weeks, 12–18 h of contact time). To insert it inside a related course. It covers U0–U3 (in compressed form) and closes with a **mini-capstone**: validate **one** idea in a lightweight way. It is the «tasting» version —it plants the mindset and leaves a real deliverable—.

Week	Content	Deliverable
1	U0 Kickoff (linear vs exponential) + AI Level 0	3 candidate ideas
2–3	U1 SEE + U2 VALIDATE (Mom Test)	Decisive advantage + fieldwork (5+ conversations)
4	U3 BUILD (AI-native company) + AI lab	Sketch of the closed loop
5	Wizard of Oz + teamwork	Result of a Wizard of Oz test
6	Mini-pitch	3-min pitch + canvas

Assembly B — Full elective (15–16 weeks, 3–4 credits). The 10 units + full capstone + AI labs + a guest founder (or the field visits) + Pitch Day.

Week	Unit / activity	Capstone deliverable
1	U0 + team formation + AI Level 0	Team + 3 candidate ideas
2–3	U1 SEE	Chosen idea + **decisive advantage** + canvas v1
4–5	U2 VALIDATE (fieldwork)	Evidence of 10+ conversations (Mom Test)
6	AI lab + Wizard of Oz	Result of a Wizard of Oz test
7–8	U3 BUILD	AI-native design: closed loop + map of agents
9	U4 CAPTURE	Moat definition
10–11	U5 SCALE	Business model + financing path (with Vesting workshop)

12	U6 HARVEST	Preliminary M&A exit plan + Exit simulator analysis
13	U7 Cases and market	Tomography of a real case
14	U8 Objections (objection clinic)	Response to your 3 toughest objections
15	Pitch rehearsal + peer feedback	Pitch v1
16	U9 The call + **Pitch Day** (external judges)	**Final pitch (5 min) + validated canvas**

2.4 Assessment

Component	Weight
Capstone (deliverables by phase + final pitch)	60%
AI labs + portfolio	20%
Participation (objection clinic, peer feedback, fieldwork)	20%

No traditional exam: the axis is the project. **«Mixed» variant** if your school requires an exam: 50% capstone + 20% labs + 20% participation + **10% concept quiz** (market, AI-native company, business models).

3 The ten units

Each unit states the book chapters it covers, its objective, the key content, the in-class activity, the stretch of the **AI track** it draws on, the capstone deliverable, and a **note for the instructor**.

3.1 U0 · Kickoff: linear vs exponential

Chapters 1–2. Objective: for the student to understand that the difference between linear and exponential is not one of size but of **nature**, and why ceasing to be a price-taker (of a *commodity*) is the only red line. **Key content:** your knowledge as a convertible asset; the ceiling is the vision, not the resources; the linear-vs-exponential chart; the red line of the *commodity*. **Activity:** the linear-vs-exponential visualizer on the landing page; each student classifies their «dream job» as linear or exponential. **AI track — Level 0 (kickoff):** first exposure —what generative AI is and is not—. **Deliverable:** team formed + 3 candidate ideas.

> ✓ **For the instructor**
>
> Open with a real story that stretches the tent: the colleague from the book's first page, a beekeeping veterinarian who applied the method and became a national authority. This method is applicable to any discipline (veterinary, biology, psychology, agronomy, etc.). The day-one message is «this is for you, whatever your discipline.»

3.2 U1 · SEE: the exponential opportunity

Chapter 3. Objective: detect a value-capture opportunity in their area and formulate their **decisive advantage**. **Key content:** the Antimicrobial Resistance Network («the Waze of resistance») as a truly exponential example; the network effect (Metcalfe's Law, value grows with the square of the users); the tool that is useful «single-player» before the network exists (the cold start); privacy by aggregation; your clinical eye as the scarce data. **Activity:** with the validation canvas, each team sketches its idea and its decisive advantage. **AI track:** seeing with AI —analyzing a dataset from the ranch or clinic to find a pattern—. **Deliverable:** chosen idea + decisive advantage + canvas v1.

✓ **For the instructor**

Insist that the student's example **does not have to be livestock**. A good decisive advantage is born from something the student already knows or holds and an outsider does not: access to a guild, a clinical dataset, the trust of a region.

3.3 U2 · VALIDATE: real customers, low cost

Chapter 4. Objective: validate the idea with real customers before investing. **Key content:** the *Mom Test* (how to ask without prompting the answer you want to hear); the *Wizard of Oz*; validating for under $50; data hygiene in validation (cleaning and structuring qualitative data); «boots in the mud, not mass email.» **Activity:** fieldwork —each team holds 10 or more real conversations— + Data Hygiene Lab (classifying and filtering bias in interview notes). **AI track:** validating with AI —generating the interview script, structuring Mom Test data in tables, and processing them with an analytical agent—. **Deliverable:** evidence of 10+ conversations + Pivot Log (hypotheses, field evidence, and pivot).

✓ **For the instructor**

The number-one trap is asking leading questions («wouldn't an app that… be great?»). Teach the Mom Test **before** the fieldwork and have each team show you their script. The goal is not for them to be told yes; it is to learn the truth cheaply.

3.4 U3 · BUILD: the AI-native company

Chapter 5. Objective: design a company that runs on AI. **Key content:** AI as an **operating system**, not as a copilot; «from your intuition to an instruction» (turning a clinical decision into an *if… then* diagram, which is exactly what the agent reads); the *Planner–Critic–Executor* team of agents; the company as a **closed loop** that self-regulates; «count tokens, not payrolls.» **Activity / AI lab:** prototype an agent flow with no-code tools (e.g., n8n) for a capstone task. **AI track — Level 1 (core):** build with agents. **Deliverable:** AI-native design —the closed loop and the map of agents—.

✓ **For the instructor**

The concept that is hardest and worth the most is the **Critic**: the agent (and, above all, the human) that audits the work before it goes out. It is the *human-above--the-loop* —human validation above the loop— and it is the heart of the method's technical honesty. Spend time on it.

3.5 U4 · CAPTURE: the defensible moat

Chapter 6. Objective: build an advantage that cannot be copied. **Key content:** the four--layer moat —the accumulated data, the network effect, the trust of the guild, and the physical interface between the *bit* and the atom—; why an engineer with more capital cannot steal it from you. **Activity:** each team defines its moat and subjects it to the «giant test» —would a corporation with better AI replicate it overnight?—. **AI track:** data as a moat; how it accumulates and is protected. **Deliverable:** moat definition.

✓ **For the instructor**

Distinguish a **moat** from a **temporary advantage**. «I got there first» or «my app is prettier» are not moats; a collective dataset that grows with every use is. If the team cannot name why its advantage **deepens** over time, it does not yet have a moat.

3.6 U5 · ESCALAR: model, financing and negotiation

Chapters 7–8. Objective: choose the business model, design the financing route, and understand the negotiation mechanics of startup control. **Key content:** one-person company (OPC), profitable niche, or exponential; legal entry and scaling vehicles; the capital paradox and the two doors in the era of AI; the current real seed standard (functional product, speed to revenue, Lean leverage, runway of 24 to 30 months); anatomy of the Term Sheet (SAFE and hidden dilution, 1x non-participating vs 2x participating liquidation preference, protective provisions, and drag-along rights). **Activity:** each team chooses its model and runs the **Vesting Simulation Workshop** (in the book or at `/simulador-equity/`) to answer the diagnostic questions about vesting. Subsequently, a **Term Sheet Negotiation Mock** is performed (the teacher delivers a term sheet with disguised 2x participating clauses and students draft a 1x non-participating counterproposal defending their control). **AI Track:** estimate operational costs in tokens versus traditional payroll. **Deliverable:** business model + financing route (with vesting answer sheets and the negotiated Term Sheet counterproposal).

✓ **For the teacher**

The Term Sheet negotiation mock is the exercise with the highest practical impact. Students must understand that accepting capital is not the end of the road, but a strict financial contract. Use the simulator to show how a partner's premature exit or an abusive 2x preference devours the founder's reward. Encourage them to negotiate under the leverage of bootstrapping («if your business already has revenue, you can say no to abusive terms»).

3.7 U6 · COSECHAR: plan your exit and design your Pitch

Chapters 8–9. Objective: design the exit strategy (M&A) from the start, structure the defensive pitch, and master objection handling. **Key content:** the liquidity event as the close of the cycle; preparing for technical and legal due diligence; strategic buyers and obsolescence in the era of AI (3-5 years advantage life cycle); the pitch formats matrix (Elevator 30-60s, Demo Day 3-5m, Standard 10-15m, Deep Dive); tactical defensibility (Workflow Ownership and Mud Moat); objection handling scripts (Google/OpenAI threat, lean team size, and abusive liquidation demands). **Activity:** map three strategic buyers in their industry and perform the **Exit Trap Simulation Workshop** (calculating real payout after participating and non-participating liquidations). Additionally, conduct the **Objection Clinic** (pitch rehearsal and role-play where peers fire the manual's objections and the team must respond using defensive scripts). **AI Track:** evaluate code modularity and IP rights of the created agents. **Deliverable:** preliminary M&A exit plan, exit simulator distribution analysis, and written defense script against the three critical objections.

✓ **For the teacher**

In the Objection Clinic, students must defend their mud moat (physical and analog data) against the objection «why won't OpenAI clone this tomorrow?». Teach them that Big Tech does not wear boots or get in the mud. Make sure they practice a firm response regarding their minimum team size: in the era of AI, being lean is a strength of zero marginal cost, not a weakness.

3.8 U7 · Cases and market

Chapter 9. Objective: analyze real cases with method and locate where to enter. **Key content:** five startup cases with the **Tomography Method**; the global market map; the six-

-filter framework for choosing a beachhead. **Activity:** each team performs the «tomography» of a real case from their area. **AI track:** analyzing a case with AI assistance. **Deliverable:** tomography of a case.

> ✓ **For the instructor**
>
> Bring cases from your students' region, not just the book's. A local case —successful or failed— is worth ten distant examples, and it reinforces the wide tent.

3.9 U8 · Honest objections

Chapter 10. Objective: anticipate and answer the objections, and face obsolescence head--on. **Key content:** the eleven cracks in the project (from «ranchers don't adopt technology» to «what if the AI learns your very own clinical eye?»); obsolescence as an honest hypothesis —if AI keeps up this pace, dig deep moats so that irrelevance takes its time—. **Activity:** the **objection clinic** —each team faces the three toughest objections to its project; classmates fire them at them—. **AI track:** ethics, limits, and the future of work. **Deliverable:** a written response to their three toughest objections.

> ✓ **For the instructor**
>
> Model honesty: conceding what must be conceded **strengthens** the proposal, it does not weaken it. A founder who knows the cracks in their own project inspires more confidence than one who swears everything will turn out fine.

3.10 U9 · The call and Pitch Day

Chapter 11. Objective: close with the decision to launch and communicate it. **Key content:** the Monday Protocol (the first concrete move); the `serieemprendedor.com` community; the Startup Studio as a path for co-creation and real exit from the course. **Activity: Pitch Day (Demo Day)** —a 5-minute presentation before industry judges and Startup Studio directors —. **Deliverable:** final pitch + validated canvas.

> ✓ **For the instructor**
>
> Invite real and diverse judges —an entrepreneur, someone who understands capital, and a guild customer (a rancher, a clinic owner)—. Let the last experience

of the course be defending a **validated** idea before the real world, not before the instructor.

4 The capstone project

The capstone is the axis of the course: teams of 2 to 3 students validate a **real idea from their own area** by running it through the method. **It is not a desk business plan:** it demands getting out into the field and talking with real customers. The final product is not «the best idea,» but **the best validated learning**.

4.1 Deliverables by phase

Phase	Deliverable
SEE	Chosen idea + **decisive advantage** + validation canvas v1
VALIDATE	Evidence of 10+ real conversations (Mom Test) + result of a Wizard of Oz test + **Pivot Log**
BUILD	AI-native design: the closed loop and the map of agents
CAPTURE	Moat definition (and why it deepens over time)
SCALE	Business model + financing path (with Vesting workshop)
HARVEST	Preliminary M&A exit plan + Exit simulator analysis
Closing	**Final 5-min pitch + validated canvas + validation evidence (with hygiene log)**

4.2 Capstone rubric

Five equally weighted criteria. Each is scored 1–4 (insufficient, developing, competent, outstanding).

✓ **Peer Honest Critique Guide (Peer Feedback)**

To avoid complacent evaluations, implement the **peer moat audit**. The role of the evaluating team is to try and «tear down» the presenting team's moat by searching for rapid-copy vulnerabilities. If the moat cannot be deconstructed in a realistic questioning way, the peer review is considered incomplete.

✓ **Peer Honest Critique Guide (Peer Feedback)**

To avoid complacent evaluations, implement the **peer moat audit**. The role of the evaluating team is to try and «tear down» the presenting team's moat by searching for rapid-copy vulnerabilities. If the moat cannot be deconstructed in a realistic questioning way, the peer review is considered incomplete.

Criterion	What is assessed
1 · Problem and decisive advantage	Is the problem real and is the decisive advantage something an outsider does not have?
2 · Rigor of validation	Did they talk with real customers, without leading questions (Mom Test)? Does the evidence rule over opinion?
3 · AI-native design and moat	Do the closed loop and the team of agents make sense? Does the moat deepen with use?
4 · Honesty	Do they acknowledge their assumptions and answer their toughest objections without window-dressing?
5 · Pitch communication	Is the pitch clear, honest, and memorable in 5 minutes?

★ Golden Rule: The criterion that weighs most in practice

Criterion 2 —**rigor of validation**— is what separates an entrepreneurship course from an ideas contest. It rewards the team that discovered its idea was wrong and **pivoted with evidence** over the one that defends a pretty idea without having talked to a single customer. Failing cheaply and learning is winning.

5 The two-level AI track

The course teaches how to harness AI at **two levels at once**: it lifts off the floor anyone who has never used it and, at the same time, teaches those who already use it how to apply it to their startup. It is the differentiator that no traditional «practice management» class offers.

5.1 Level 0 — Fluency (for those who have never used it)

It is concentrated at the start (U0) and remains as reference material for the whole course. It covers, without button names that will go stale:

- **What generative AI is and is not.**
- **Prompting as delegation:** speaking to AI as you would to a brilliant but literal-minded intern.
- **Search engine vs. copilot vs. agent:** three distinct ways of using it.
- **Where it fails** (hallucination) and why **you** always validate.
- **Your data and privacy:** what not to upload, how to aggregate.
- **Open vs. closed models** and why they matter to the founder.

- **Subtle point: One source, three uses**

This Level 0 is exactly the «AI essentials» that the book should carry as a **perennial appendix**: the same content serves the book, this course, and the online resources —and, being conceptual rather than tool-based, it does not go stale with each new version of the apps—.

5.2 Level 1 — AI applied to the method (for everyone)

Woven into each phase of the method; each stretch is practiced in a lab:

Phase	AI applied
SEE	Analyze ranch or clinic data to find patterns and opportunities
VALIDATE	Generate interview scripts; synthesize the Mom Test; design a «human + AI» Wizard of Oz
BUILD	Design the closed loop and the team of agents (Planner–Critic–Executor); no-code; an MVP

CAPTURE	Set up the flow that accumulates the data that becomes a moat
SCALE	Estimate the cost in tokens; use open models so as not to depend on a provider

5.3 The labs

Throughout the course, 3–4 **hands-on labs** in which the student **actually uses** an AI for a task of the method: building their interview script (U2), prototyping an agent flow (U3), setting up a mini data pipeline (U4). Each lab produces an artifact that goes into the portfolio.

> ▲ **The golden rule of the AI track**
>
> The AI **executes**; the professional **cures and validates**. Every AI output passes through human judgment before it is delivered to a customer. Teaching the tool without teaching this limit would be irresponsible —and would break the honesty that is the method's hallmark—.

6 Curriculum Adaptation Guide by Disciplines

This course-in-a-box is designed with a universal architecture, allowing any major or department to adopt and adapt it to their specific needs. It should be noted that the following are only some examples of majors and approaches within them, and do not constitute an exhaustive list:

- **Veterinary and Animal Sciences:** Focus on bio-performance optimization, automated preventive medicine, sensors in feedlots (like Rumen AI), and premium clinic management.
- **Biology and Environmental Sciences:** Focus on biodiversity monitoring, water quality bio-sensors, ecological traceability platforms, and automated soil analysis.
- **Psychology and Human Health Sciences:** Focus on emotional support workflows supported by AI (human-in-the-loop), therapeutic triage platforms, conversational interfaces for healthy habits, and empathy moat design.
- **Engineering, Agronomy, and Earth Sciences:** Focus on agtech, precision irrigation guided by computer vision, climate sensor networks, and autonomous machinery control.
- **Social Sciences and Humanities:** Focus on specialized regulatory compliance assistants, automated editorial workflows, contextualized cultural translation, and adaptive educational platforms.

7 Field Trip Guide: Beachhead Audits

Traditional field trips are often passive (sightseeing). This guide transforms planned visits into active labs for validating and detecting real-world **beachheads** and **defensible moats**.

For each typical destination, teams must conduct a Beachhead Audit by answering three key questions:

1. What is the specific sub-niche (beachhead) where this business has an unfair advantage over giant competitors?
2. How does the physical world (atoms) connect with their registry system (bits)? Where is the data leak or operational bottleneck?
3. How do they manage their defensible moat (trust, accumulated data, or exclusivity contracts)?

7.0.0.1 Destinations and Audit Focus:

- **Primary Production Farms (e.g., Rancho Las Maravillas in Veracruz, or regional equivalent):** Focus on reproductive management and udder health. Students audit milking and paddock operations to identify critical inefficiencies (e.g., late mastitis detection, milk cooling losses). The challenge is to map the operational «mud» that AI could automate using proxy sensors.
- **Aquaculture or Fish Farms (e.g., Tilapia production, or local equivalent):** Focus on environmental control (oxygenation, temperature) and feed conversion. Students analyze how operators make decisions (whether by intuition or with structured data) to propose a closed-loop design (Planner-Critic-Executor).
- **Modernized Slaughterhouses or Processing Plants (e.g., Frigorífico de Vargas in Veracruz, or regional equivalent):** Focus on meat traceability and biosecurity. Students audit the physical animal flow from reception to carcass. They must identify how the physical-to-digital link fails (e.g., lost ear tags, manual paper logs) and formulate an unalterable traceability moat.
- **Financial and Development Agencies (e.g., FIRA, Ministry of Economy, or national equivalents):** Focus on the financial paradox and barriers to entry. Students interview credit advisors to understand how traditional agricultural risk is assessed and compare it with the exponential scalability requirements of a startup.

8 Appendices

8.1 Appendix A — Map of alignment with competencies

This is the course-level version of the **alignment map** —the highest-leverage artifact for curricular adoption—. It shows how each learning outcome feeds a competency that the accreditation frameworks **already require**. (The fine-grained map —chapter by chapter against numbered competencies— is produced separately for each school's curriculum committee.)

LO	Learning outcome	Formal competency it feeds
LO1	Linear vs exponential; value capture	CBVE Domain 8 «Financial & Practice Management»; WOAH adv. 3.8 «Administration and management»
LO2	Validate with real customers	CBVE D8 «applies financial principles to decisions»; D7 «Professionalism»
LO3	AI-native company	CBVE D8 (management/innovation) + cross-cutting AI competency
LO4	Defensible moat	CBVE D8 (business sustainability)
LO5	Model and financing	CBVE D8 (revenue, expenses, compensation); RCVS «Business/Finance»
LO6	AI with judgment	Cross-cutting AI competency; WOAH «communication»
LO7	Objections and the decision to launch	CBVE D7 «career planning» with financial implications

- **Why this appendix matters**

The world's four major frameworks (AAVMC-CBVE in the U.S./Canada, RCVS in the United Kingdom, AVBC in Australasia, WOAH as the global standard) **already require** a domain of business and finance. This course does not ask the school to add a new topic: it offers **the resource that fills a domain it already has to meet** —and it takes it from the mandatory minimum (financial literacy) to the exponential —. That is the honest framing and, at the same time, the most persuasive one before a curriculum committee.

8.2 Appendix B — Materials and resources

Resource	Use
The book *Exponential Entrepreneurship* (13 chapters)	Base text; one unit per method block
Validation canvas (`serieemprendedor.com/recursos`)	Axis of the capstone, from U1
Five-step checklist	Guide for the VALIDATE phase
Linear-vs-exponential visualizer	U0 activity
90-min class script + deck (15 slides)	Basis of the opening session / express version
Community `serieemprendedor.com/comunidad`	Closing: from the classroom to the founder network

8.3 Glossary of the method

Decisive advantage — what you have or know and an outsider does not (formerly «unfair advantage»). · **Closed loop** — a company that measures, decides, and acts in a self-regulated way, like homeostasis. · **Team of agents (Planner–Critic–Executor)** — the three-role AI pattern: plans, executes, and audits. · **Human-above-the-loop** — the human judgment that validates above the automatic loop. · **Mom Test** — a technique to validate without asking questions that prompt the desired answer. · **Wizard of Oz** — simulating the product by hand before building it. · **Moat** — an advantage that deepens over time (data, network, trust, the physical). · **Beachhead** — the first niche through which one enters the market. · **Tomography Method** — a methodology for analyzing a startup in layers. · **OPC** — a one-person company. · **Price-taker** — one who does not set their own price (the red line of the *commodity*). · **AAVMC-CBVE** — *American Association of Veterinary Medical Colleges - Competency-Based Veterinary Education*, veterinary competency framework in the US/Canada. · **RCVS** — *Royal College of Veterinary Surgeons*, veterinary competency framework in the United Kingdom. · **AVBC** — *Australasian Veterinary Boards Council*, veterinary competency council in Australasia. · **WOAH** — *World Organisation for Animal Health*, world organization defining the global competency standard.