

The logo for Toronto Metropolitan University features the text "Toronto Metropolitan University" in white, bold, sans-serif font, centered within a blue rectangular box. To the right of this box is a yellow L-shaped graphic element.

**Toronto
Metropolitan
University**

**Ted Rogers
School of
Management**

ENT500 New Venture Creation Dr. Sean Wise – W2023

Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures.

We ignite students' passions and empower them to achieve extraordinary goals. Canada's preeminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national and global impact. We provide access to world-class support and funding for our students' new ventures and are embedded within our community.

INSTRUCTOR INFORMATION

	Dr. Sean Wise	
Office Telephone:	Please use email. In case of emergency my cell phone is	
E-mail Address:	Sean.Wise@ryerson.ca	
Office Location:	By Zoom	
Consultation Hours:	By Zoom by google calendar, or by appointment	

CALENDAR COURSE DESCRIPTION

This introductory course is designed for non-business students who are interested in starting a business of their own. Topics include assessing entrepreneurial potential, opportunity identification, market assessment, organizing, promoting, and financing the business, intellectual property, buying an existing business or considering a franchise. Students will be expected to work on developing a business plan which is a significant portion of your overall mark.

Students will develop an understanding of activities involved in developing, producing and marketing startups to early adopters to consumers, components of a company's market and competitive strategic positioning and business model, elements of a viable go to market plan for a startup company, and how to communicate elements of the business plan to outside parties for support or for provisioning of resources. Students will perform project work in small teams.

COURSE OVERVIEW

This course is intended to provide students with an introduction to the issues and responsibilities facing a new business owner. The fundamentals of marketing, management, and finance are covered. Whether or not students actually start a business on their own, students will develop an appreciation for the challenges facing the small business owner or entrepreneur.

In this class we do not study entrepreneurs, **we become entrepreneurs!!!** Students learn the process of how to create an innovation-based new venture, i.e. How to Start a Startup. As a framework for this, we use the LEAN STARTUP process and students develop the essential parts of a business model and Lean Canvas as a useful vehicle to achieve this goal. Students will work in teams to launch a new venture, if appropriate, working through issues of market analysis, technology viability assessment, competitive positioning, team-building, product life-cycle planning, marketing strategy, sales channel analysis, and a strong emphasis on the entrepreneur as a salesperson. We will map the practical steps of organizational and legal issues associated with forming a brand-new company, following the 100 step framework outlined in 100 Steps 2 Startup™.

The course covers the fundamental concepts of how to start a startup. The objective of this class is to change the mindset that entrepreneurship, starting and running your own business is risky and only a selected few can do it. Students will leave the class with the mindset that entrepreneurship is a viable career choice. At the end of this class, students should feel that they have the tool set, knowledge and practical know-how on how to start a startup. The class will also showcase the "Hows" of building a business, the sequence of building a business and challenge the students to actually take the plunge in doing the actual task of building a business. The classroom sessions will be more run like workshops where all the students are participating in the activity on schedule. This is a hands-on course that teaches a rigorous framework as well as providing valuable experience to students so that they, upon completion, can be more successful in starting a new venture.

LEARNING OBJECTIVES

- **Goal 1: Opportunity Identification:** Students will learn to become proactive and alert to information and technology trends affecting their site company and the global economy. Students develop ‘T’ shaped skill profiles with depth and expertise in a domain as well as broad skills around collaboration and identifying future trends. You will practice identifying and analyzing opportunities using a variety of tools and techniques.
- **Goal 2: Resource Acquisition:** Students will implement the Lean Startup Method multiple times during their degree program to validate opportunities and bootstrap to obtain resources. Students will be able to recruit and manage multi-disciplinary teams to deliver impactful results. Students will learn how to plan new ventures under conditions of extreme uncertainty.
- **Goal 3: Persuading and Selling:** Students specializing will develop skills for persuading and selling in a wide variety of contexts.
- **Goal 4: Information Literacy:** identifying, selecting, storing and processing information from a variety of sources and media; developing successful information seeking and retrieval strategies; and, presenting and communicating information clearly, logically, concisely and accurately.
- **Goal 5: Adaptability:** Learning from iteration, experimentation, lean methodologies, rapid prototyping, minimum viable products, dealing with ambiguity and uncertainty, design thinking, customer development, resiliency, grit.
- **Goal 6: Self-management:** Time management, goal-setting, self-directed life-long learning, habit formation, and self-reflection.
- **Goal 7: Self and Peer-Based Assessment:** students will evaluate and track their own perceived entrepreneurial skills and attitudes during the course and compare these to peer-based assessments to receive feedback.
- **Goal 8: Communication:** Students will be able to express ideas and information effectively and accurately using a range of media commonly used in business environments. Communication Skills including professional behavior, executive presentation techniques, reporting and meaningful email correspondence

CLASS OVERVIEW

Students form teams of 4 by the start of Week 3. Teams will be assigned. Students will follow the 100 Steps 2 Startup™ process and apply the Lean Startup Methodology as a group. If you join the course after week 3, you will be put into a team with others who joined the course late.

Teams will generate artefacts of learning that demonstrate progress. These include: a lean canvas, a UVP, explainer video, etc. Other students in the course (not in your group) will review and provide feedback on these artefacts. While there is no minimum “steps per week” that teams must complete. Student grades reflect the progress made and objectives completed.

COURSE OBJECTIVES:

Upon completion of the course, students will be able to:

1. Evaluate their own potential for starting a business,
2. Market to a target customer group, and
3. Appreciate new venture management/ownership issues.

Additionally, students will learn:

- To experientially understand the entrepreneur's challenges and competitive realities.
- To learn how to leverage key entrepreneurship tools, including: Lean Startup methodology, Elevator Pitching, Business Model Canvas to build a startup in real time.
- To expose students to customer centric innovation and engage students with customer discovery and the early product development process.
- To lower student anxiety as it relates to starting a new venture, by providing a live safe environment to facilitate peer based experiential learning.

CRITICAL INFORMATION:

- Due to the nature of the course, students are expected to attend all classes. You are expected to arrive on time for class and **PARTICIPATE** in all classes. Missing classes during the course, without permission, may result in failure of the course.

- The University has issued a minimum technology requirement for remote learning. Details can be found at: <https://www.ryerson.ca/covid-19/students/minimum-technology-requirements-remote-learning/>
- Professional communication is expected; poorly written emails or assignments may receive a grade of zero.
- Professional behaviour during class is expected. Late assignments will be penalized as described. If you are unable to submit on the due date, arrange for an early submission. Any absence from class does not excuse you from assignment deadlines.
- Ryerson requires that any official or formal communications from students be sent from their official Ryerson email account; email from other accounts will be ignored. Similarly, emails from the instructor will be sent only to your Ryerson account.
- **ASSIGNMENTS MUST** be a product of the student's original work and effort and not previously or concurrently been written or presented as part of any other course taken at Ryerson or elsewhere. If it is not, then a grade of zero will be given (even retroactively) and it will be construed and recorded as academic misconduct in the student's file.
- It is your responsibility to clarify any ambiguities that you may find in course materials or syllabus. When in doubt, ask.
- Students agree that by taking this course all assignments **may** be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.
- **There are no Rubrics in this course.** Use the instructions given, review samples shared and learn to use your own judgement.
- **Remember grades are both Objective** (how well your assignment meets the requirements outlined) **and Subjective** (how well your work compares to your peers).
- Students will have the option to request to be out of frame. Any students who do not want to be videotaped must make a formal written request before the end of the 3rd class.
- Be sure to keep an extra copy of all assignments that you hand in.

HOW TO GET A GOOD GRADE:

While your instructor is here to help you, leading your education is mostly your responsibility, a reflection of your own choices. Students who embrace the following simple guidelines generally earn an "A" or "B" level grade in the course.

1. Read the Course Outline in its entirety **FIRST**.
2. Read any course, assignment or writing guidelines posted on D2L.
3. Read the D2L weekly announcements and all of my emails in a timely manner.
 - a. Watch the Next Step videos
 - b. Perform the exercises, generating worksheets and/or videos.
4. Show up to class, on time, well rested and ready to work. Ensure you are able to participate in all three hours of class time.
5. Participate in all class activities. Add value to each conversation. Respect your peers by being prepared.
6. Understand the 100 Steps 2 Startup Model as all assignments, exams and presentations are based on this model.
7. Keep up to date. Falling behind should not be an option. It is difficult to catch up.
8. Arrange to speak with me by email about concepts or assignment details only after you have read the posted information: course outline, assignment details and any related rubrics.
9. All assignments are to be submitted to the appropriate D2L Drop Box by the posted deadline. Check the Course Outline for further information. Late assignments are subject to late penalties as noted in the course outline. Assignments, unless otherwise specified must be submitted by 11:30pm on the day before class.
10. Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread: proper grammar, spelling and the use APA referencing is required. Plagiarism will result in a charge of Academic Misconduct and at a minimum a grade of zero on the assignment will apply. Further penalties may apply.
11. Please make certain that you are available to attend class remotely for the full three hours.
12. If you are experiencing technical or administrative issues with your course, help is available from Student Support for Distance Courses at distance@ryerson.ca or by phone from Monday to Friday, 9 a.m.–5 p.m., at (416) 979-5315.

13. All students are required to activate and maintain their Ryerson online identity at ryerson.ca/accounts in order to regularly access Ryerson's email, RAMSS, the my.ryerson.ca portal and learning system, and other systems by which they will receive official university communications.

NOTE REGARDING INTELLECTUAL PROPERTY RIGHTS

Work done in the class is purely for academic purposes and there is no explicit or implicit agreement that teams that are formed in the class are obligated in any way to share their intellectual property or equity in a new venture that comes out of the class. All marketing and business analysis that is produced is considered public domain unless explicitly specified and agreed to by the instructor. E.g. you explicitly agree that your worksheets and outputs can be used to train future students.

SCHEDULE

WK	Topic	Student Activity	Step
1	Intro To Course	During class you will undertake several icebreaker entrepreneurship group exercises. You will be placed in random breakout groups for today. After class, read the pdf on d2l entitled "Running Lean".	
2	Talent Triangle 60 min MVP	During class you will undertake several entrepreneurship group exercises. You will be placed in random breakout groups for today.	1-6
3	Teams Intros	Teams Formed. All groups meet 1 on 1 with TAs. As a team you work on a charter and discuss how you will move forward. After class, watch next Steps and do exercises with your Team. Submit Team video and Submit worksheets to TAs from the latest exercises 24 hours before next class. Sales Competition begins. Register as an affiliate and start experimenting.	13+
4	Team Time	All groups meet 1 on 1 with TAs. Then, watch next Steps and do exercises with your Team. Submit worksheets to TAs from the latest exercises 24 hours before next class. Submit a video link for Customer Persona at least 24 hours before next class. Sales Competition Individual Coaching.	16+
5	Customer Personas	All groups meet 1 on 1 with TAs. Then, after class, watch next Steps and do exercise with your Team. Submit worksheets to TAs from the latest exercises 24 hours before next class. Sales Competition Individual Coaching.	20+
6	READING WEEK		23+
7	Midterm		
8	Team Time	All groups meet 1 on 1 with TAs. All groups meet 1 on 1 with TAs. Watch the next Steps and do exercises with your Team. Submit worksheets to TAs from the latest exercises 24 hours before the start of next class. Submit a video link for your elevator pitch at least 24 hours before next class. Sales Competition Individual Coaching.	
9	Elevator Pitches	All groups meet 1 on 1 with TAs. All groups meet 1 on 1 with TAs. Then, watch next Steps and do exercises with your Team. Submit worksheets to TAs from the latest exercises 24 hours before the start of next class.	28+
10	Team Time	All groups meet 1 on 1 with TAs. All groups meet 1 on 1 with TAs. Then, watch next Steps and do exercises with your Team. Submit worksheets to TAs from the latest exercises 24 hours before the start of next class. Submit a video link for your Explainer Video pitch at least 24 hours before next class. Sales Competition Individual Coaching.	38+
11	Explainer Video	All groups meet 1 on 1 with TAs. Then, watch next Steps and do exercises with your Team. Submit worksheets to TAs from the latest exercises 24 hours before the start of next class. Sales Competition Individual Coaching.	42+

12	Team Time	All groups meet 1 on 1 with TAs. Watch the next Steps and do exercises with your Team. Submit worksheets to TAs from the latest exercises 24 hours before next class. Submit a video link for your final presentation at least 24 hours before next class. Sales Competition Individual Coaching.	50+
13	Final Presentations	All groups present. All teams hand in final Lean Canvas at the start of class. Individuals must submit a personal reflection video within 72 hours of the end of final class. Sales Competition Ends. Links to journals must be submitted before class begins.	

EVALUATION

All submissions / videos are due 24 hours before the start of class.

Team Video	5%	1-2 min including customer segment
Customer Persona Video	5%	1-2 min
Elevator Pitch Video	5%	1-2 min
Explainer Video	5%	2 min
Final Presentation Video	10%	7 min
Individual Peer Evaluation	10%	Week 7-9, grades are based on the quality of the feedback you give to your teammates.
Individual Reflection Video	5%	2 min
Individual Contribution	20%	Based on your weekly attendance, contribution to class, your peers and your team.
Individual Midterm Exam	15%	60 minute multiple choice online test
Individual Sales Competition Results	15%	How much did you sell? How many experiments did you run? How fast did you learn? How strong are the insights in your journal?

100 Steps 2 Startup Login Instructions

Each student must register individually for 100 Steps 2 Startup™, a promo price has been established and is available to ENT 500 students.

1. Enter the link found on d21 to be directed to the Account Setup page and create your account.
2. Continue to the Payment page and enter your payment information. Use the discount code found on d21.
3. Begin by watching all the videos in Phase 1.
4. Should you require additional assistance with 100 Steps 2 Startup™ at any time, please contact their Support Team directly by way of email (feedback@100steps2startup.com) and be ready to provide your email address linked to the account, and full name. Reply time is quickest if sent weekdays between 9 AM and 11 PM EST.

Enactus Sales Competition – Getting Started

1. Read this course outline fully.
2. Review the Introduction:
https://docs.google.com/document/d/126HILp5so9w99eDYyiFD_b86aVsr5nOGv1ZEfMYR2vU/edit?usp=sharing
3. Review the store: www.SproutAirPurifier.com
4. Register: <https://af.uppromote.com/sprout-air/register>
5. Generate your affiliate link and your coupon code: <https://docs.uppromote.com/guide-for-affiliate/affiliate-guide-+-tips/quick-guide-for-affiliate-to-get-started/getting-started>
6. Create a free QR code to use IRL <https://qr.io/>
7. Setup your digital journal to track results, use template.
8. Start experimenting. Find ideas here:
 - https://ssir.org/articles/entry/the_promise_of_lean_experimentation
 - <https://www.pesec.no/step-by-step-guide-for-designing-lean-experiments/>

- <https://www.cyberclick.net/numericalblog/lean-marketing-what-it-is-and-10-techniques-to-apply-to-your-company>
- <https://marmelab.com/blog/2016/03/02/lean-startup-customer-acquisition.html>
- <https://tuffgrowth.com/startup-marketing-budget/>
- <https://docs.uppromote.com/basic-knowledge/affiliate-roles-in-affiliate-marketing>

9. Review and iterate your experiment weekly, record results in your journal.

Enactus Sales Competition (15% of final grade):

Through experiential learning and hands-on experimentation, students will learn individually just how difficult it is to “go viral”. Students will learn how to Go to Market as a startup. Students will run lean experiments and draw insights from the data generated. Students will learn that establishing a strong reliable low cost sales channel is the key to meaningful growth. Additionally, students registered before the third class of the semester are each given a personal affiliate link and coupon code. Students then have 10 weeks to generate sales for a pre-existing automatically run drop-shipping website. A weekly leaderboard will show the student's progress. Students will experiment with a wide variety of entrepreneurial sales techniques and a plethora of sales channels. Students will iterate and track the results of their experiments weekly in a digital journal. Insights are generated with each experiment. Students will also pivot their approach based on insights generated. **Journals** are submitted before the start of the last class. Top grades will be awarded for top sales. Good grades will be given for students with no sales but strong journal indicating multiple iterations and multiple channels explored. No grades will be allocated for students with no sales, no participation and no journal. **Students are not required to spend money, but those that elect to, must limit the total money spent to \$50.**

Teams

Throughout this course, students will work in groups of four. All members have to sign off on the Team Charter and accept the team may fire them after the midterm if they are not contributing. Students fired from their group must drop the course to finish the course solo. Prior to the midterm we will facilitate anonymous inter team feedback.

Videos

Throughout this course, teams will create youtube videos showcasing their progress. **All videos are submitted as a youtube URL link.** Videos are due at least 24 hours before the start of the class in which they will be used. Videos will be shown in the class they are due and used as a learning tool. All videos must be submitted to d2l by the group. Please do not submit the actual video files as they are too large to handle efficiently.

Peer Evaluation

Around the time of the midterm, teams will undertake peer evaluation. Your grade for this is based on both the feedback you receive AND the feedback you give to other members of your team. You are judged on the quality of the feedback you give.

Individual Reflection Video

The goal of this life-long learning skill assignment is to transform “stuff that happened during your hands-on experience” into “actual articulated experiential learning”. As you go through your life, you will experience many things. This skill will help you turn these experiences into learning opportunities. Students must complete and submit a personal reflection exercise by Week 13. Full instructions can be found online in the course shell. It is not an essay or a paper, but a personal, thoughtful reflection video on what you are doing in your startup.

Midterm

Students will answer approximately 30 questions based on the first 30 steps. The exam is online and a one-hour multiple choice test. It is a closed book and taken individually.

Individual Contribution

Based on your weekly contribution to class, your peers and your team. This is both subjective and objective.

Class attendance is mandatory. You must remotely attend the class for the entire 3 hours. This may be the only time when your whole team can work together. Make the most of it. Come well rested and ready to work.

Your Coaches will monitor and track participation both during class discussions and break out room sessions. Your goal should be to add value to each and every interaction. A student who fails to contribute regularly, misses class, gets fired or is not able to regularly add positive value to their team, is likely to get a 0 on this grade component.

TEXTS AND READING LISTS

Required:

- Each student is required to register for www.100steps2startup.com, this site contains videos, exercises and worksheets. Each week students will watch videos from here, undertake exercises from here and report the results in the provided worksheets.
- Each student is encouraged to watch additional videos weekly, either from <https://www.startupschool.org/> or <http://ryersonstartupschool.com/> or from the list below.

From time to time, the instructor may also make personal material available to students including informal notes, PPTs and other guides that may assist students in succeeding in the course. Unless explicitly stated to the contrary, these are provided only for use by students while taking the course and no rights are given for reproduction or sharing with others outside of the class.

Useful resources:

Entrepreneurship reading lists:

- http://en.wikipedia.org/wiki/Entrepreneur#Further_reading
- http://en.wikipedia.org/wiki/Entrepreneurship#Further_reading
- [Books I Wish I Had Read Before I Became An Entrepreneur](#)
- (Stanford) [Entrepreneurial Thought Leaders Seminar Recommended Reading](#)
- [26 Books About Success That Every Entrepreneur Should Read](#)

Other interesting sources for entrepreneurial thinkers www.canadianbusiness.com (magazine)

- www.profitguide.com (CAD Magazine)
- www.fastcompany.com (U.S. magazine)
- www.forbes.com (U.S. magazine)
- www.fortune.com (U.S. magazine)
- www.inc.com (U.S. magazine)
- www.strategis.ic.gc.ca Industry Canada
- www.cfib.ca Canadian Federation of Independent Business (lobby group)
- www.cybf.ca Canadian Youth Business Foundation (loan and mentor program)
- www.cvca.ca Canada's Venture Capital & Private Equity Association
- www.wec.ca Women Entrepreneurs of Canada
- www.techcrunch.com Blog covering Startups
- <http://mystartuplab.com/>

TEACHING METHODS

This is an experiential learning course using project-based student-centric learning pedagogies. The emphasis is on getting out of the classroom and building your entrepreneurial skills. The activities you choose to pursue should tie to your values and be in harmony with your long-term happiness and success. We thus expect students to find this learning environment to be extremely motivating. Devoting significant time outside of class should be a joy – not a burden inflicted by the professors.

Students must watch videos and complete exercises outside of class hours. Each student must dedicate at least 10 hours a week to this course and their team. This time is self directed, asynchronous learning.

The in-class portion of this course is primarily dedicated to “team time” where students can receive both individual and team-based peer feedback and faculty coaching. This is synchronous learning and all students must be online for the full three hours of class time.

POLICIES AND COURSE PRACTICES

Standard for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and professors. This includes all email communication. Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment. However, any student who provides a prior draft corrected by the Ryerson Writing Centre will not be penalized.
- You are encouraged to obtain assistance from the Writing Centre (<http://www.ryerson.ca/writing-centre>) for help with your written communications as needed. (See the Ryerson Library for APA style guide references: <http://www.ryerson.ca/library/ref/style.html>). Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread. Please be sure to use the Writing Centre (and/or use Grammarly) if you need it!

Professionalism

Your participation in the external practicum components of this course reflect on the professionalism and reputation of you, your group members, this course and program, and Ryerson University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times. Unprofessional behaviour will result in a grade of F in this course, your individual component grades notwithstanding. For the purposes of this course, unprofessional behaviour includes, but is not limited to, any of:

- Missing client and instructor meetings without giving reasonable notice and reason.
- Not participating in group efforts, as evidenced by a failing Group Development Report mark from a majority of your fellow group members.

Course Management

- Every effort will be made to manage the course as stated. However, adjustments may be necessary during the term at the discretion of the instructor. If so, students will be advised, and alterations will be discussed prior to implementation, in class and through an announcement on D2L.
- Students are encouraged to review the Ryerson Senate Course Management Policy which provides a framework of common understanding for students, faculty and staff concerning the structures, processes, objectives, and requirements that pertain to Ryerson undergraduate courses. For more detailed information refer to Policy #166: Course Management Policy at www.ryerson.ca/senate/policies/.
- All communication about the course or material related to the course will be posted on the D2L course site. In addition, all student study resources can be accessed through D2L. Students are expected to check the site regularly for updates.

Academic Consideration

- All assignments must be submitted to turnitin.com using the Assignment Drop Box on D2L. The assignment Due Dates are identified in the course outline and as advised in D2L. A late submission (we allow a one hour grace period) will be penalized 10 percentage points per day (e.g. 77% becomes a 67% in the first 24 hours, then becomes 57% in the next 24 hours... till the mark becomes a 0%). There will be no penalty for work missed for a JUSTIFIABLE REASON approved by the instructor.
- Assignments submitted for grading will be handed back within two weeks except for the final exam.
- There will be no penalty for work missed for a justifiable reason. Students need to inform the instructor of any situation that arises during the semester that may have an adverse effect on their academic performance, and

request any necessary considerations according to the policies and well in advance. Failure to do so will jeopardize any academic appeals.

- Except in cases of accommodations for disabilities, where documentation is handled directly by the Access Centre, students must fill out an Academic Consideration form and **submit it to their own program office:** http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf
In addition, the following procedures must be followed:
 - **Medical certificates** – If a student is going to miss a deadline for an assignment, a test or an examination because of illness, he/she must submit a medical certificate (see www.ryerson.ca/senate/forms/medical.pdf for the certificate) **to their program office** within 3 working days of the missed assignment deadline, test or examination. The program office will notify the instructor that the documents have been received. It is the student's responsibility to make arrangements with instructor for a make-up exam.
 - **Religious observance** – While it is strongly encouraged that students make requests within the first two weeks of class, requests for accommodation of specific religious or spiritual observance must be presented **to their program office** no later than two weeks prior to the conflict in question (in the case of final examinations, within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<http://www.ryerson.ca/senate/forms/reobservforminstr.pdf>) to their program office. The office will notify the instructor when they have received the request form.
 - **Other requests for Academic Consideration** which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form **to the student's program office**. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student's ability to meet their academic obligations, and that were beyond the student's control. When possible, supporting documentation must be attached to the letter. The office will notify the instructor when they have received the request.
 - **Students with disabilities** - In order to facilitate the academic success and access of students with disabilities, these students should register with the Access Centre www.ryerson.ca/accesscentre/. Before the first graded work is due, students should also inform their instructor through an "Accommodation Form for Professors" that they are registered with the Access Centre and what accommodations are required.
 - **Regrading or recalculation** – These requests must be made to the instructor within 10 working days of the return of the graded assignment to the class. These are not grounds for appeal, but are matters for discussion between the student and the instructor.
- Submission of the Academic Consideration form and all supporting documentation to your program office does not relieve you of the responsibility to **NOTIFY YOUR INSTRUCTOR** of the problem as soon as it arises, and to contact with the instructor again after the documents have been submitted in order to make the appropriate arrangements.
- **If you do not have a justifiable reason for an absence and/or have not followed the procedure described above, you will not be given credit or marks for the work missed during that absence.**

For more detailed information on these issues, please refer to Senate Policy 134 (Undergraduate Academic Consideration and Appeals) and Senate Policy 150 (Accommodation of Student Religious Observance Obligations). Both can be found at www.ryerson.ca/senate/policies/.

Academic Integrity

- Plagiarism is a serious academic offence and penalties range from zero in an assignment to expulsion from the University. Plagiarism is defined in the Student Code of Academic Conduct as claiming the words, ideas, artistry, drawings, images or data of another person as if they were your own. Also, knowingly assisting someone to commit any form of academic misconduct is itself academic misconduct.
- It is assumed that all examinations and work submitted for evaluation and course credit will be the product of individual effort, except in the case of team projects arranged for and approved by the course instructor. Submitting the same work to more than one course, without instructors' approval, is also considered plagiarism.
- Students are strongly encouraged to visit the Academic Integrity Website at www.ryerson.ca/academicintegrity for more detail and to refer to Policy #60: Student Code of Academic Conduct at www.ryerson.ca/senate/policies/.

Maintaining a Professional Learning Environment

- Students shall not behave in disruptive ways that obstruct the learning, teaching and work environment.

- See Policy #61: Student Code of Non-Academic Conduct at www.ryerson.ca/senate/policies/

Academic Grading Policy

- Evaluation of student performance will follow the established academic grading policy outlined in Policy #46: Policy on Undergraduate Grading, Promotion, and Academic Standing (the “the GPA Policy”) at www.ryerson.ca/senate/policies/. The grading system is summarized below:

<i>Definition</i>	<i>Letter Grade</i>	<i>Grade Point</i>	<i>Percentage Range</i>
Excellent	A+	4.33	90-100
	A	4.00	85-89
	A-	3.67	80-84
Good	B+	3.33	77-79
	B	3.00	73-76
	B-	2.67	70-72
Satisfactory	C+	2.33	67-69
	C	2.00	63-66
	C-	1.67	60-62
Marginal	D+	1.33	57-59
	D	1.00	53-56
	D-	0.67	50-52
Unsatisfactory	F	0.00	0-49