

# ENT 78AB

## Advanced Entrepreneurship – Entrepreneurship Capstone Course

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*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 pre-eminent 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.*



# Advanced Entrepreneurship – Capstone

ENT 78AB – Fall 2022 and Winter 2023

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## INSTRUCTOR INFORMATION

	Dr. Steven A. Gedeon	Dr. Charlene Nicholls-Nixon
<b>Office Telephone:</b>	Please use email. In case of emergency my cell phone is 416-873-8725	Please use email. In case of emergency my cell phone is 519-362-6917
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<b>Office Location:</b>	TRS 2-073	TRS 3-133
<b>Consultation Hours:</b>	directly after each class or by appointment using Google calendar on D2L	by appointment using Google calendar <a href="https://calendar.google.com/calendar/u/0/selfsched?sstoken=UURZVUtKWTk1MWxvfGRIZmF1bHR8NjE5OTMyYmVIMGUzYzI0NzBlMjk2NjhhMDBjNjMzYWw">https://calendar.google.com/calendar/u/0/selfsched?sstoken=UURZVUtKWTk1MWxvfGRIZmF1bHR8NjE5OTMyYmVIMGUzYzI0NzBlMjk2NjhhMDBjNjMzYWw</a>

## COURSE INFORMATION

**Pre-requisites and/or Exclusions:** ENT 56AB (or ENT 528), ENT 527, ENT 555, ENT 601, ENT 577

This is the final two-semester-long capstone course for 4<sup>th</sup> year entrepreneurship majors. At this point in your business studies it is expected that you have advanced knowledge in professional communications, marketing, accounting, finance, teamwork, and personal time management. Through the ENT prerequisite courses you have identified potential site companies for this course.

**Posting of Grades and Feedback on Work:** The professor(s) will provide detailed feedback and suggestions for improvement during each presentation. All written assignments will receive written feedback.

**E-mail Communication:** Students must use the e-mail address listed above to communicate with the instructor. Students are required to activate and maintain a Toronto Metropolitan Matrix e-mail account. This shall be the official means by which you will receive university communications. Faculty will not respond to student enquiries from any other e-mail address. See Pol# 157 found at [www.ryerson.ca/senate/policies/](http://www.ryerson.ca/senate/policies/) for further information on this issue.

## CALENDAR COURSE DESCRIPTION

ENT 78AB is the capstone for the Entrepreneurship B. Comm. Degree program. The first half of this year-long field study course will provide the skills necessary to appraise an entrepreneurial organization. Students will develop an understanding of what drives an entrepreneurial venture, and how such an organization is built and managed. Students will review and evaluate the technologies, processes, capabilities, competencies, functions, and financial and market performance of an entrepreneurial organization.

The second half of the course builds on the appraisal of the first half. Students will have an opportunity to implement the projects identified in the first half to create significant new sources of entrepreneurial value based on a rigorous organizational appraisal, to persuade the entrepreneurial organization to adopt their conclusions, and to help create change within the organization. Students will develop an understanding of the decision-making process that is involved in producing change in an entrepreneurial organization, and have an opportunity to work on the implementation process.

## COURSE OVERVIEW

ENT 78A/B is the two-semester skill-development capstone course for the entrepreneurship major. It will help you develop the skills necessary for a successful career as an entrepreneur, intrapreneur or changemaker. It is an experiential learning course that will enhance your skills and provide insights into yourself, your team and an entrepreneurial organization. Students will develop an understanding of what drives an entrepreneurial organization, and how such an organization is built and managed. Students will review and evaluate the products, markets, strategies, technologies, processes, capabilities, competencies, functions, and financial and market performance of an entrepreneurial organization using quantitative and qualitative tools and methods arising from strategy, design thinking, lean startup, effectuation, disciplined entrepreneurship and others.

This is a contiguous two-semester course that forms the culmination of your studies in entrepreneurship. It is intended to help you acquire and practice the key skills and competencies required to be an entrepreneur, changemaker and/or intrapreneur. **It is an intensive experiential learning course where *you will be expected to work approximately 10 hours per week gaining hands-on experience outside of class (similar to what an internship experience might provide).***

Through working in a consulting capacity with a real world “site company”, you will apply these skills and develop insight into an entrepreneurial organization and the methods by which entrepreneurship theory can be applied to practical managerial decision-making and leadership. In the first semester, the focus is on thoroughly understanding and analyzing your site company’s customers, markets, products, services, value propositions, finances and operations using a wide variety of tools from strategy, design thinking, lean startup, effectuation, business models and disciplined entrepreneurship. The goal is to identify a range of opportunities to create value for your site company. In the second semester, the focus is on hands-on experiential learning within the company to implement these opportunities and create value for your site company and yourselves.

In addition, the assignments in this course will help you to refine and strengthen your skills in managing yourself, people and projects. The course will help you hone your presentation skills,

thinking skills, ability to communicate in written and oral forms, problem solving, personal organization and time management skills. *You will flex and build your entrepreneurial muscles. Learning to exceed your current capacity is fundamental to building stronger muscles.*

## COURSE OBJECTIVES:

**Upon completion of this pair of courses, students will have achieved the following Learning Outcomes:**

- **ENT 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. You will practice identifying and analyzing opportunities using a variety of tools and techniques.
- **ENT Goal 2: Resource Acquisition:** Students will validate opportunities and bootstrap to obtain resources. Students will be able to recruit and manage multi-disciplinary teams to deliver impactful results.
- **ENT Goal 3: Persuading and Selling:** Students specializing in ENT will develop skills for persuading and selling in a wide variety of contexts.
- **ENT 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.
- **ENT Goal 5: Adaptability:** Learning from iteration, experimentation, dealing with ambiguity and uncertainty, etc.
- **ENT Goal 6: Self-management:** Time management, goal-setting, self-leadership, self-directed life-long learning, habit formation, and self-reflection.
- **ENT 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.
- **TRSM Goal 1: 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.
- **TRSM Goal 4: Group and Individual Dynamics:** Students will be able to effectively self-manage and perform effectively within heterogeneous teams. Teamwork Skills including managing a complex project, task and goal management, running meetings, and ensuring accountability.

## EVALUATION

The % grade for ENT 78A is calculated based on the points earned, as follows:

Method	% of Grade
Site Company Project	
Team Update Presentations (2 @ 10% each)	20%
Team Interim Report	30%
Individual Group Development Report	10%
Individual Billable Hour Consulting Report	15%
Individual Entrepreneurial Skills Development Report	25%
<b>TOTAL POINTS</b>	<b>100%</b>

You must receive a passing grade of 51% or better on both the Team and Individual course components in ENT 78A in order to proceed with ENT 78B. The % grade for 78B is calculated based on the points earned, as follows:

Method	% of Grade
Site Company Project	
Team Update Presentation	10%
Team Final Report	40%
Individual Group Development Report	10%
Individual Billable Hour Consulting Report	15%
Individual Personal Entrepreneurial Skills Development Report	25%
<b>TOTAL POINTS</b>	<b>100%</b>

*Please note that this Capstone Course requires all communication to be at an acceptable university level of professional business communication. Any assignment that does not meet this level (or which has not been reviewed by the Writing Centre) will receive an overall grade of zero as per the Standard for Written Work in this Course Outline).*

### **Site Company Appraisal, Opportunity Identification, and Implementation**

The Site Company project involves working in teams of five or six students to develop and implement entrepreneurial opportunities that create new value within an existing enterprise.

#### **Team Update Presentations – (3 @ 10 points each)**

Students will make formal oral Presentations that provide an update on the project status and document the tools applied and actions taken to research, develop and implement opportunities for your Site Company. **Teams are expected to provide these updates within the following timeframe:** Update presentation #1 by Week 7-9 (first semester); update # 2 during weeks 11-12 (first semester); update #3 during weeks 7-8 (second semester). Team must sign-up for a presentation slot, on a first come- first served basis. **Be proactive and book these presentation slots well in advance of the presentation date.** If all the presentation slots are full by the time you try to schedule your update, then you will forfeit the 10% grade for that update.

#### **Interim Report and Final Report – (Interim = 30 points, Final = 40 points)**

The Interim Report will consist of the site company assessment, evaluation and selection of the opportunity to implement. The Final Report will consist of the final deliverables for your site company opportunity implemented during the year. Please see the Grading Rubric for this assignment posted on D2L. These reports should be no more than 25 pages long (excluding appendices summarizing the various analysis tools or results). *Each member in the group will receive an individual grade for this assignment that will be based on the overall group grade for the report and modified based on the group's evaluation of your individual contribution to the overall effort.* Your group may choose to provide a copy of this report to your site company for their information and comment. You may want to wait for the instructor's evaluation and commentary, and then provide your site company with a revised/improved version.

#### **Individual Group Development Reports – 10 points (2 reports @ 10 points each)**

The full details of the Individual Group Development Reports assignments are provided separately and available on D2L. It is important that you understand your own strengths and weaknesses as well as those of your team members and your team’s processes. In this report you are to analyze your team’s performance – what you can do to improve, how others can improve, how the team overall can improve and the steps you plan to take to ensure this improvement. Since entrepreneurship is a philosophy of personal empowerment, you should focus on what you can control and do differently in addition to any discussion of what others can do to improve.

As part of this report, you must realistically rate each person’s contribution as well as your own. This rating may be used to adjust each individual’s grade in the Site Company Project Interim and Final Reports so be very clear about how you think each person’s grade should be adjusted.

**Individual Billable Hour Consulting Report (2 reports @15 points each)**

The Billable Hour Consulting Report will document the student’s individual contributions and report their expected 10 hours of weekly hands-on experience devoted to the site company project. This report is to be written in the form of a consulting report and timesheet such as might be expected if working at a consulting firm such as KPMG, PWC, E&Y or Deloitte. Students will track and “bill” their weekly hours according to the following account codes, as applicable:

<b>Account Code</b>	<b>Activity</b>	<b>Description</b>	<b>How to Document</b>
01	Administration		
02	Team Meetings	Meetings between team members	Minutes, Gantt Chart
03	Education	e.g. Reading course textbooks, watching Youtube Videos, learning how to use entrepreneurship tools, learning skills like how to build a website or use Ad Manager, Keyword Surfer, Google Analytics...	Provide a list of websites, videos, chapters read...
04	Client Facing Meeting	Meetings with the client	Minutes, Agendas, List of Questions, Gantt Chart
05	Research	e.g. doing competitor analysis, market analysis,	What output did you produce as a result of your efforts
06	Time Spent On-Site	Time physically spent at the Site Company	description of work activities, Gantt Chart
07	Value-Creation Activities	Time spent building websites, creating social media posts, organizing inventory, compiling customer data, doing analysis of web traffic...	Provide appendix with copy of your work output (e.g. postings, link to website, analytics...)
08	Report Writing	Time spent preparing presentations and reports	Which specific sections, tables, figures or appendices did you create and attach

The Billable Hour Consulting Report will consist of three sections: a cover letter that provides an overview of the activities performed and explains the specific activities undertaken in each reporting area, a spreadsheet that provides a weekly breakdown of the hours reported in each accounting code, and an appendix that provides the documentation of the work output. Students should clearly state whether their hours were valuable/billable or overhead/administrative and the fair market value for their labour and intellectual contributions (e.g. how much would someone else have paid you for what you produced during the time being reported?).

Note that time spent attending classes, writing Individual Case Study Feedback and Personal Development Assignments are NOT included in your Billable Hour Consulting Report.

Students will provide copies of their Billable Hour Consulting Report to all other members of their team for validation and/or discussion prior to the deadline for writing the Group Development Reports.

### **Individual Entrepreneurial Skills Development Report (2 reports @ 25 points each)**

The Personal Entrepreneurial Skills Development Report encourages the student to build their human and social capital by applying entrepreneurial methods, theories, attitudes and competencies to their lives outside of class. Students will:

- (a) track their relevant weekly activities
- (b) describe how they are applying entrepreneurial tools, methods, or principles to their startup, side-hustle, intrapreneurial activities at work, changemaking projects, networking, student club activities, events, and/or other extra-curricular learning outside of class, and/or
- (c) explain what they learned as a result of these hands-on experiences

Your narrative is important: Do not simply attach documents without providing a supporting explanation of what they mean and why they are included. Students may include the following relevant activities:

	<b>Activity</b>	<b>Description/Application</b>	<b>How to Document</b>
01	Startup	Starting your own company or working in a team to do so	Application to New Venture Competition or Zone, Copy of Entrepreneurial Tools Used, Business Model Canvas, Financial Statements
02	Entrepreneurial Ecosystem	Working with startups within the eco-system	List of responsibilities and description of value you have provided to startups
03	Side-Hustle	Anything you do outside of employment that might earn money such as self-employment, consulting, service company...	Copy of Promotional Materials, Contracts, Copy of Entrepreneurial Tools Used, Business Model Canvas, Financial Statements
04	Intrapreneurship	Being entrepreneurial at work (e.g. proactivity, empathy, alertness, opportunity spotting...)	Description, copy of work products (e.g. things you produced like reports,

			analysis, social media posts, websites, posters...)
05	Changemaking	Social entrepreneurship and/or volunteer activities	Description, copy of work products (e.g. things you produced like reports, analysis, social media posts, websites, posters...)
06	Networking	Attending events to build your social capital	Description
07	Student Club	Participating in Student Clubs or other extra-curricular activities	Description, copy of work products (e.g. things you produced like reports, analysis, social media posts, websites, posters...)
08	Education	Things the student does to build human capital like Business Career Hub events, certificates, badges...	List of activities, descriptions, Copies of certificates...

The Individual Entrepreneurial Skills Development Report will normally consist of three sections: a main body of the report (approximately 6-10 pages or 2000 words that provides a narrative explaining the activities and how they have contributed to personal development of entrepreneurial skills; a spreadsheet that provides a breakdown of the general categories of personal development and time spent on each; and an appendix that provides relevant documentation.

## TEXTS AND READING LISTS

- D4G:** Liedtka, J. and Ogilvie T. (2011) **Designing for Growth – A design thinking tool kit for managers**. Columbia Business School Publishing ISBN 978-0-231-15838-1
- ECLD:** Gedeon, S (2022) “**Entrepreneurial Career and Life Design**”, Toronto Metropolitan University, Open Educational Resource
- RL:** Maurya, A. (2012). **Running Lean: Iterate from plan A to a plan that works.** " O'Reilly Media, Inc.
- Suggested:** Reis, Eric (2011), “**The Lean Startup**” (How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses), Crown Business.
- Suggested:** Liedtka, J. and Ogilvie T. (2014) **Designing for Growth – Field Book (a step by step project guide)** Columbia Business School Publishing ISBN 978-0-231-16467-2
- Suggested:** Osterwalder , A. and Pigneur, Y. (2010) “**Business Model Generation**”, Wiley.
- Suggested:** Osterwalder, A., et al. (2014) “**Value Proposition Design**”, Wiley.
- Suggested:** Aulet, Bill (2013) “**Disciplined Entrepreneurship**”, (24 Steps to a Successful Startup) MIT Press or Wiley [also see [disciplinedentrepreneurship.com](http://disciplinedentrepreneurship.com) or the MIT edX course: Entrepreneurship 101: Who is your customer?]



## TOPICS – TENTATIVE SEQUENCE AND SCHEDULE

Most classes will be divided into three parts:

- (1) lecture content, course administration/feedback on assignments (30-45 min),
- (2) student presentations, developmental discussion/Q&A (45-60 min),
- (3) team meetings and/or coaching with professors 60-90 min)

Attendance is expected for all classes. We anticipate meeting on a weekly basis with students to facilitate progress on your projects. At least once every three weeks, Site Company teams will be expected to book an appointment with the Professor in-class or during office hours.

Wk	Date	Content to be delivered	Site Company Assignment
1	Sep 6	Lecture: Course introduction	<b>Present</b> Site Company Pitch and Form Teams <b>Read D4G, p. 3-20</b>
2	Sep 13	Team Formation	<b>Read D4G, p. 21-37</b> <b>Watch:</b> Entrepreneurship is like learning to Play the Guitar (5:12) <b>Watch:</b> Module 1 – Introduction to ECLD (13:34)
3	Sep 20	Lecture: Managing Groups	<b>Hand In:</b> Proposals for Site Companies and Team Roster with Design Brief ( <b>D4G: p. 46</b> ) <b>Read D4G, p. 41-60</b> <b>Watch</b> Module 2 – Bird-in-Hand Principle (15:58)
4	Sep 27	Lecture: D4G Process/Site Company Tools/Research Plan	Develop Research Plan for ‘What is?:’ <ul style="list-style-type: none"> <li>• Understand the company (e.g. website analysis, competitor analysis, industry analysis)</li> <li>• Interview stakeholders</li> <li>• Develop Customer Persona, Gains &amp; Pains, Job to be Done</li> <li>• Customer Journey Maps</li> </ul> <b>Read D4G, p. 61-73</b> <b>Watch:</b> Module 3 – Design Thinking Diamond Method (17:25)
5	Oct 4	Putting the Research Plan into Action	‘What is?:’ Key information e.g. Financial Analysis, Analysis of Key Company Issues, Value Chain, Additional Strategy Tools  ‘What is?:’ <b>Read D4G, p. 75-80</b> <b>Read ECLD Workbook Chapter 3 p. 39-46.</b>
6	<b>Study Week</b>		<b>Watch:</b> Deep Dive 2 of 4 How to Spot Opportunities? (5:45) <b>Watch:</b> Deep Dive 3 of 4 What is Design Thinking? Part 1 (10:26) <b>Watch:</b> Deep Dive 4 of 4 What is Design Thinking? Part 2 (19:42)
7	Oct 18	<b>Site Co. Update Presentation #1 for Group 1</b>	<b>Watch:</b> Module 4 – Radical Collaboration (15:53)
8	Oct 25	<b>Site Co. Update Presentation #1 for Group 2</b>	<b>Read:</b> ECLD Workbook Chapter 5 p. 64-67 <b>Watch:</b> Module 5 – User Centricity (29:39)

9	Nov 1	<b>Site Co. Update Presentation #1 for Group 3</b>	<b>Watch</b> Module 6 – Hunting (8:20) <b>Watch:</b> “Job to be Done” by Christensen (5:06) ( <a href="https://www.youtube.com/watch?v=1SfUsSyGWJ8">https://www.youtube.com/watch?v=1SfUsSyGWJ8</a> )
10	Nov 8	<b>Lecture:</b> Identifying Opportunities for Value Creation in you Site Co.	<b>Read:</b> RL Chapter 1-2 p. 3-22
11	Nov 15	Mandatory Site Company Coaching Sessions <b>(Update Presentation #2)</b>	‘What if’: Brainstorming ( <b>Read D4G, p. 103-112</b> ) and Concept Development ( <b>Read D4G, p. 113-121</b> ) <b>Read:</b> RL Chapter 3-4 p. 23-56
12	Nov 22	Mandatory Site Company Coaching Sessions <b>(Update Presentation #2)</b>	<b>Read:</b> RL Chapter 5-7 p. 57-94
13	Nov 29	Semester Wrap-up	<b>Hand in</b> Individual Entrepreneurial Skills Development Report
	<b>11:30 pm Dec 6</b>		<b>Hand In</b> Team Interim Report Individual Billable Hour Consulting Report
	<b>11:30 pm Dec 13</b>		<b>Hand In</b> Individual Group Development Report

## TOPICS – TENTATIVE SEQUENCE AND SCHEDULE 2<sup>nd</sup> Semester

Wk	Date	Content to be delivered	Site Company Assignment
1	Jan 17	Tyler Baird and Environics	
2	Jan 24		<b>Sign up</b> for Site Company Team Coaching Timeslots Class time for Team Meetings
3	Jan 31	Yauheni and Growth Hacking	<b>Watch:</b> Resilience (19:33)
4	Feb 7	SC Update #3 Presentations	In-Class Team Presentations
5	Feb 14	SC Update #3 Presentations	In-Class Team Presentations
6	Reading Week		No Class
7	Feb 28	no class	Class time for Team Meetings (coaching slots available)
8	Mar 7	no class	Class time for Team Meetings (coaching slots available)
9	Mar 14	TBD	
10	Mar 21	Coaching	<b>Hand in</b> Individual ENT Skills Development Report 2
11	Mar 28		In-Class Presentation for SiteCo A
12	Apr 4		In-Class Presentation for SiteCo B
13	Apr 11 at 3pm		In-Class Presentation for SiteCo C
	Apr 14		<b>Hand In</b> Team Final Report Individual Billable Hour Consulting Report 2
	Apr 21		<b>Hand In</b> Individual Group Development Report 2

### TEACHING METHODS

Students will work in groups of six to find a site company, identify innovative opportunities and implement new sources of entrepreneurial value for their site company. Students are expected to form their own groups, find their own site company, and notify the instructor of their membership by the end of Class 3. You may not change the membership of your group during the remainder of both semesters without the express permission of the instructors.

All students in the class are expected to seek out and propose site companies for their team. Teams must form and select a site company by the end of Class 3. Site companies should meet the following criteria:

- Willing to provide data, including limited access to financial and strategic data
- Willing to provide timely access to senior management and staff and willing to fund and/or implement suggested action plans
- Willing to let you work inside the company to obtain hands on experiential learning.

- Located in the Greater Toronto Area, or willing to underwrite travel costs for the group
- Preferably not a public company, to avoid potential issues related to insider information
- Preferably not a start-up (more than 5 years old), to ensure the opportunity to assess a full range of organizational dimensions. Ideally, revenues should be greater than \$1 million per year and ideally the company should have at least 10 employees.

You are required to comply with all University policies and guidance regarding the professional and ethical treatment of your site company, including but not limited to:

- Informed consent of human subjects, and
- Confidentiality of information and intellectual property.

Failure to uphold relevant policies in this regard will result in very serious academic consequences.

### **ADDITIONAL COMMENTS:**

- Professional communication is expected; poorly written emails or assignments may receive a grade of zero. Please see the Standard for Written Work section of this course outline.
- Professional behaviour during class is expected. You are expected to arrive on time for class and attend all classes.
- All discussions in this class are considered to be confidential.
- Be sure to keep an extra copy of all assignments that you hand in.
- It is your responsibility to clarify any ambiguities that you may find in the course materials or syllabus; when in doubt, ask.

## **POLICIES AND COURSE PRACTICES**

### **Standard for Written Work**

- Students are expected to use an acceptable University-level 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.***
- We STRONGLY recommend the use of Grammarly or other appropriate software to ensure that all your writing is entirely error-free. We note that Grammarly Premium may be available free of charge through the student union or other university programs.
- We recognize that some students, such as international students or those with accommodations, may find it difficult for their documentation to meet this Communications Assurances of Learning (AoL) standard. Therefore, ***any student who provides a prior draft of the assignment to and receives documented coaching/editing assistance from the Toronto Metropolitan Writing Centre will not be penalized for this communications component of the course.***
- 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. Please be sure to use the Writing Centre (and/or use Grammarly) if you need it to produce acceptable university-level writing quality.***

**Some synchronous class sessions (normally held Tuesdays 10am-1pm EST in person on campus at TRSM) may be held on-line via Zoom meeting.**

### **Standards for In-Class Zoom Meetings**

- Students must first log into the D2L course shell using their Toronto Metropolitan Matrix email ID and then join the Zoom meeting by clicking on the correct link on D2L (this should prevent Zoom Bombing by outsiders).
- Display a professional head shot of yourself as well as your name if you are not going to keep your video on (these features are accessible from within the Zoom settings).
- Mute your microphone until it is your turn to speak.
- When you are speaking, please turn your video on when possible and appropriate.
- For any side conversations please use the Chat feature. Don't assume that the professor is able to track these conversations so be prepared to raise your hand using the correct button within Zoom.
- If you need to gain the attention of the professor beyond raising your hand, please unmute your microphone and say "Question Please".
- Do not annotate others unless requested to do so.
- Follow professional conduct and be polite.
- Do not share the Zoom link with others.

### **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 Toronto Metropolitan 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 meetings without giving reasonable notice and reason.
- Missing 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.

### **Toronto Metropolitan University Mental Health Statement:**

At Toronto Metropolitan, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Toronto Metropolitan community members to access to ensure support is reachable. <https://www.ryerson.ca/mental-health-wellbeing>

If support is needed immediately, you can access these outside resources at any time:

- Distress Line — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- Good2Talk- 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

### **COVID-19 Statement re Academic Consideration Requests from Students:**

As you should now be aware, as of Fall 2020, all academic consideration requests from students from all Faculties are processed through the Online Academic Consideration Request System.

Please note that the Interim Provost/ Vice President Academic and Dean's have approved a COVID-19 statement for Fall 2020 related to academic consideration. This statement has been built into the Online Academic Consideration System and is also on the Senate website ([www.ryerson.ca/senate](http://www.ryerson.ca/senate)):

Policy 167: Academic Consideration for Fall 2020 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate Policy 167: Academic Consideration.

Also NOTE: Outside of COVID-19 symptoms, the new Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In both of those instances, documentation is required. For more information please see Senate Policy 167: Academic Consideration.

### **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 Toronto Metropolitan 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 Toronto Metropolitan undergraduate courses. For more detailed information refer to Policy #166: Course Management Policy at [www.ryerson.ca/senate/policies/](http://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](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](http://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/](http://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/](http://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](http://www.ryerson.ca/academicintegrity) for more detail and to refer to Policy #60: Student Code of Academic Conduct at [www.ryerson.ca/senate/policies/](http://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/](http://www.ryerson.ca/senate/policies/)

### **Examinations**

- All students must display a valid and relevant student photo-identification card during the course of an examination. Students are expected to refrain from bringing cellular phones, personal audio equipment, and other electronic devices into the examination room unless specifically permitted by the course instructor. Students are also not permitted to wear hats or to have food during the exam unless medically required (you may bring water into the exam room provided it is in a transparent plastic bottle without labels).
- For more detailed information on examination policies, refer to Pol#135: Examination Policy at [www.ryerson.ca/senate/policies/](http://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/](http://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
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