TED ROGERS SCHOOL
Entrepreneurship & Strategy

ENT 101

Building an Entrepreneurial Mindset

FALL 2025

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.

entrepreneurship

Department of Entrepreneurship & Strategy

ENT 101 - Building an Entrepreneurial Mindset
Fall 2025
(Large Class meets in TRS 1-067 THURSDAY 1, 2 or 3pm)

Instructor Information

You may have 2 different Instructors in ENT 101. Your Lead Instructor this semester will be Ryan Wilock, and he is in charge of the 1-hr lecture held on Thursdays at 1pm, 2pm and 3pm in TRS 1-067 and the Articulate Storyline asynchronous course content.
Your Lab Instructor (either Mina Mohammadi or Ryan Wilock) is in charge of your 1-hr Lab Classes as well as all grading, accommodation and academic consideration requests.

- **Lead Instructor:**   **Ryan Wilock** <ryan.wilock@torontomu.ca>
  Office Location: TRS – 2-073
  Office Hours: Please see details for your section on D2L

- **Lab Instructor:**   **Mina Mohammadi** <mmohamma@torontomu.ca>
  Office Location: TRS 2-073
  Office Hours: Please see details for your section on D2L

- **Lab Instructor:**   **Ryan Wilock** <ryan.wilock@torontomu.ca>
  Office Location: TRS – 2-073
  Office Hours: Please see details for your section on D2L

Email Policy

In accordance with the Policy on TMU Student E-mail Accounts (Policy 157), Toronto Metropolitan University (TMU) requires that any electronic communication by students to TMU faculty or staff be sent from their official university email account (____@torontomu.ca).

Please email your assigned Lab Instructor (Mina Mohammadi or Ryan Wilock) regarding all grades, accessibility and accommodation requests. Mandatory email Subject Line must include your course code (ENT 101), section number and day and time of your Lab Workshop.

==Unprofessional and inappropriate emails will not be replied to. Please read the Course Policies and the Professional Communication content in Articulate Storyline. Failure to comply with this will result in your email going unanswered.==

COURSE INFORMATION

Pre-requisites and/or Exclusions: none

CALENDAR COURSE DESCRIPTION

This course will introduce students to TMU's student engagement and entrepreneurship eco-system and help them build curiosity, alertness, proactivity, growth orientation, resiliency, grit, adaptability, user-centricity, empathy, persuasion and self-leadership. This course is not primarily concerned with starting a business, it is about learning how to think and act entrepreneurially to identify and co-create new values. Based on flipped classroom experiential learning techniques, students will be expected to gain hands-on experience building their entrepreneurial mindset. Guest Lecturers and Presentations will be heavily employed in this class in order to enhance the student experience and encourage curiosity.

COURSE OVERVIEW

The Ted Rogers School of Management at TMU is Canada's preeminent entrepreneurial-focused business school that is shaping the country's next generation of global innovators and leaders.

TMU has one of the world's premier entrepreneurship programs with over 75 ENT-related courses, 15 full-time entrepreneurship faculty, 10 on-campus incubators, significant funding programs, Zone Learning, Global Learning, Canada's first Ashoka Changemaker Campus and one of the world's largest student-run social entrepreneurship clubs, Enactus TMU, who have won over 55 regional and national championships for helping people in need through the positive power of entrepreneurship. The DMZ, rated the world's #1 university-based incubator, has helped over 800 companies raise $2.5B and create 5,000 new jobs.

This course is designed to help you learn about and get involved in your university. This is an experiential, hands-on, learn-by-doing course where you gain course credit for exploring TMU's student engagement and entrepreneurial ecosystem and writing about your experiences. Since each of you is unique with your own interests, talents and life goals, the course is designed to help you craft your own customized learning experience while receiving support on your own entrepreneurial journey. You get out what you put into this course!

There are five major components to the course:

1. On-line Asynchronous Course Content "Building an Entrepreneurial Mindset" – Students will spend 1- 2 hours per week engaging with the course's interactive Articulate Storyline learning system accessed through D2L. Students will progress through the learning system by reading, watching videos, successfully completing all learning and comprehension tasks and taking quizzes. These learning activities will also help students successfully pass each week's Assurances of Learning (AoL) hand-in assignments. You must successfully pass the weekly Quiz with a minimum score of 61% in order to move onto the next week. **(10 Weekly Quizzes are Worth 25%)**
2. One-Hour In-Class Laboratory Workshop ("Lab") will include getting feedback on the assignments, hands-on experiential learning activities, and working collaboratively with your fellow students. One-Hour In-Class Large-Format Lecture Hall Sessions (held in TRS 1-067) will reinforce key learnings, discuss challenges, opportunities to improve, and guest lecturers/speakers to provide inspiration. **(Worth 15%).**
3. Assignments that involve Hands-On Experience and documented Assurances of Learning (AoL) – each week, students will learn by doing and deliver an AoL document that demonstrates what they learned and conforms to university-level communication learning outcomes. **(6 Graded Assignments Worth 60%)**
4. TEDPoints incentivise students for building their human and social capital through extra-curricular engagement beyond the classroom. **(Bonus is Worth 5%)**

It is intended that this course will help you learn about and practise an entrepreneurial mindset including curiosity, proactivity, empathy, resiliency, adaptability, creativity, optimism, authentic self-esteem, self-efficacy, self-leadership and a growth mindset.

COURSE OBJECTIVES

Upon completion of this course, students will have achieved progress in the following Learning Outcomes:

- Demonstrate an entrepreneurial mindset by working proactively and independently to promote innovation within an organization and/or across sectors. Students will gain hands-on experience and demonstrate the ability to build aspects of an entrepreneurial mindset including:
    - Curiosity, Alertness, Info-Seeking and Opportunity Spotting
    - Proactivity, Self-Direction, and Internal Locus of Control (Effectual Doing)
    - Growth Mindset to Build Human Capital, Social Capital and Character
    - Resiliency, Adaptability, Re-Framing, Grit and Anti-Fragility
    - User-Centricity, Empathy, Communication, Persuasion and Motivation

- o Creativity, Visualization and use of Design Thinking tools
- o Self-Leadership (Self-Awareness, Self-Direction, Self-Compassion, Self-Talk, Self-Reflection, Self-Motivation, Self-Regulation, Self-Efficacy, Authentic Self-Esteem, Agency, Time Management, Habit Formation and Goal Setting)
- Explain key concepts and theories of innovation and entrepreneurship and the stages in launching and growing a business. Introduction to key entrepreneurial and design thinking methods, tools, principles, skills, attitudes and mindsets.
- Demonstrate proficiency in the use of written English and designated citation styles by producing audience-appropriate business documents in a variety of formats.
  - o Communication skills including emailing, networking, active listening and professional writing and reporting.
  - o Deliver oral presentations to diverse audiences using relevant support technology.
- Use key concepts from the field of positive psychology to enhance the student's self-awareness, self-reflection and self-talk related to building an entrepreneurial mindset, happiness and well-being.

EVALUATION

The grade for this course is composed of the mark received for each of the following components:

Method	Percent/Weight
Quizzes in Asynchronous Course Learning System "Building an Entrepreneurial Mindset" (approx. 1-2 hr/wk)	24%
In-Class Participation in Lab Workshops & Large Class (2 hr/wk)	16%
Assurances of Learning (AoL) Documents (6 graded assignments worth 5% to 25% each)	60%
Participation in TedPoints (Up to 5% Bonus available)	5%
TOTAL	**100% (+ 5% Bonus)**

1 - Asynchronous Learning System "Building an Entrepreneurial Mindset" (25% of Grade)

The interactive learning system "Building an Entrepreneurial Mindset" is integrated within D2L and uses Articulate Storyline to incorporate readings, videos, curated content, quizzes and interactive learning objects.

This free Open Educational Resource (OER) is available through D2L. You must achieve a quiz score of at least 61% to proceed to the next week (i.e. D2L will not release next week's lessons until you pass the previous week's Quiz). You can re-take the quiz as many times as you need to achieve this 61% or to improve your grade. Your grade for this component of the course is based on your average quiz grade for each week. The first 9 quizzes will each contribute 1% toward your grade and the final quiz will count 16% (for a total of 25%).

NOTE: Any attempt to access the quizzes from multiple windows, browsers, tabs or devices at once to maximize quiz scores will cause D2L to lock. Students will be charged with Academic Misconduct and will be unable to access Articulate Storyline (and future quizzes) for the remainder of the course. This will also lock the assignment drop boxes in D2L. To avoid any penalties, please ensure that you are completing quizzes in only one window, one tab, and one attempt at a time from a single device. These quizzes are "open book" so you are welcome to leave other tabs open to course content to help answer questions.

As a self-paced learning tool, you are invited to balance this course with your load from other courses – progress faster when your other courses are light so you can take a break from this course when studying for other courses' midterms and final exams.

NOTE: Please See the *Troubleshooting User Guide* posted to D2L if you have any technical issues. Please do not email your instructors about any technical issues until you have tried to solve the problem yourself using Google and the materials we have posted to D2L.

==COMPLETION OF THESE MODULES IS MANDATORY AND YOU WILL NOT GAIN THE ABILITY TO HAND IN YOUR ASSIGNMENTS UNLESS THE REQUISITE MODULES HAVE BEEN COMPLETED. PLAN YOUR SEMESTER ACCORDINGLY!!!==

==PLEASE SEE YOUR LAB INSTRUCTOR WITH ANY QUESTIONS.==

2 - Class Participation for Lab Workshop & In-Class Activities – 15% of Grade

Student participation in this weekly 2-hours of synchronous in-class activity will be graded by their Lab Course Instructor (Ryan Wilock or Mina Mohammadi). Students are expected to join a team, attend and participate in all classes and contribute to their team's performance.

3 - Class Participation for Large Format In-Class Activities (TRS 1-067)

Please see the course schedule and D2L for further information on the weekly course schedule.

4 - AoL Documentation Assignments – 60% of Grade

The objective of this course is to encourage you to go out and do interesting things and gain hands-on experience – that's why it's called experiential learning. Unlike reciting known answers through traditional examinations, you document what you learned during these activities through evidence-based Assurances of Learning (AoL).

All AoL Assignments are graded by your Lab Course Instructor. All Final Grades and accommodations are provided by your Lab Course Instructor (Ryan Wilock or Mina Mohammadi).

NOTE: Each assignment must be entirely free of any spelling, punctuation or grammar mistakes and thus should use the course communication technology software (**Grammarly and appropriate AI technology**). *Assignments that do not meet this university-level standard for written communication will receive an automatic grade of zero on the assignment.* Appropriate communications support services are available through TRSM to provide upskilling to students to help them pass this minimum communication standard for your Degree Program.

The course's free interactive Open Educational Resource (OER) "Building an Entrepreneurial Mindset" provides all assignment details to help the student document what they learned while practicing an entrepreneurial mindset. Each week's Articulate Storyline module will introduce the student to an assignment to submit through D2L for grading.

Students are required to complete the required module in order to submit their assignments. If the Articulate Storyline Modules are not complete, you will be unable to submit your assignments.

#	AoL Assignment	Due
1	Future Vision – Cover Letter & Resume – 5%	Wk 4 – WED 11:30PM
2	Email with Response and Notes from Interview – 5%	Wk 5 – WED 11:30PM
3	Business Model You: The Purpose Statement – 5%	Wk 7 – WED 11:30PM
4	Document A Networking Event & Self Reflection- 10%	Wk 9 – WED 11:30PM
5	Live Group Public Speaking Presentation- 10%	SCHEDULE SET IN LAB
6	Final Report: Business Model Canvas- 25%	Wk 12 – WED 11:30PM

Assignments are Due at 11:30pm on Wednesday evenings (unless specified otherwise). The specific due date for each assignment is provided on D2L and in the course outline. Any and all changes to due dates will be discussed in your lab sections.

5 - TedPoints – (up to 5% Bonus Marks)

Your Bonus Grade earned in ENT 101 will be based on the accumulation of TedPoints up to a maximum of 5% according to the following point system:

Number of TEDPoints	Bonus Points for ENT 101
3-5	1
6-8	2
9-11	3
12-14	4
15 or more	5

TEDPoints incentivise students for building their human and social capital through extra-curricular engagement beyond the classroom, with approximately one TedPoint earned for each hour of engagement across TRSM.

TEDPoints are tracked by TRSM staff using Salesforce. Check your weekly Fit for Business email newsletter to keep track of your TedPoints as you accumulate them. These emails come from Ted Rogers School Fit For Business <fitforbusiness@trsm-connect.torontomu.ca>. It is your responsibility to ensure that your TEDPoints are up to date and/or properly tracked. ENT 101 Course Instructors are provided this information directly by TRSM staff at the end of the term and will apply the Bonus marks automatically.

Any student that is unable to participate in the TEDPoints system at TRSM may petition their Lab Course Instructor to substitute an alternative set of Assignments worth up to 5%. Such a request must be made in writing by the end of week 3.

TEACHING METHODS

This blended learning course has a synchronous 1-hour large format in-class session and a synchronous 1-hour lab in-class workshop per week. The 1-hour lecture will be in synchronous large format (up to 500 students in 1-067) taught by Ryan Wilock. The course is supplemented by 1-2 hours per week of asynchronous content and primarily written by Dr. Steven Gedeon.

The synchronous 1-hour Lab Workshop sections are held for a single group of 45 students, each taught by a **Lab Course Instructor (Mina Mohammadi or Ryan Wilock) who is responsible for all grading and academic accommodation and consideration requests (all AARs and ACRs)**. Each session is focused on the collaborative development of communication skills in the entrepreneurial context and helps students learn to provide acceptable AoL Documentation.

The 1-2-hours per week of asynchronous content "Building an Entrepreneurial Mindset" will use Articulate Storyline to include video material and interactive content with embedded learning objects and quizzes to ensure engagement and comprehension. Students work their way through this learning sequence by engaging with content and passing quizzes throughout. This free Open Educational Resource (OER) is available through, and integrated with, D2L.

COURSE MATERIALS

Course readings with embedded learning engagement technology and interactive quizzes, interactive learning videos and other materials ("Building an Entrepreneurial Mindset") will be developed by the Lead Instructor and will be available free of charge to students as an Open Educational Resource (OER). Other readings, content and videos produced for the course and/or assigned by the course will be available either online or through the university library.

Students are required to use Grammarly software to assist with grammar and writing style (other acceptable technologies may include ProWritingAid). Any assignments that are not error-free or do not meet a minimum university-level communication requirement will receive a grade of zero on that assignment.

COURSE TOPICS AND SCHEDULE (This schedule shows Due Dates and what we're covering in the Large Classes in TRS 1-067. Please see your Lab Instructor for the weekly Lab schedule.)

WEEK/DATE	TOPIC OR ASSIGNMENT DUE
In Class Wk 1 SEPT 4	Introduction to the Course (in TRS 1-067) Review of Course Outline, Deliverables, and Grading Rubrics
To Do Prep Wk2	**Complete**: Week 1 of Entrepreneurial Mindset – Change Uncertainty, Risk and the Future of Work Why is Entrepreneurship Important for University Students?

In Class Wk 2 SEPT 11	**BCH WORKSHOP (in TRS 1-067)**
To Do Prep Wk3	**Complete**: Week 2 of Entrepreneurial Mindset – Business Plan and Strategy The Business Lifecycle and Stages of Starting and Growing a Business The Business Plan, Strategic Management Planning Concepts Success Tips and Time Management BCH Bootcamps, Co-Op and Resources for Assignment #1
In Class Wk 3 SEPT 18	**ZONE LEARNING AND VENTURE MATCH WORKSHOP IN TRS 1-067**
To Do Prep Wk4	**Complete**: Week 3 of Entrepreneurial Mindset – Entrepreneurial Searching What is Entrepreneurship? The Future of Work and Building Human Capital, Social Capital and Character, Ikigai – Integrating Profession, Passion, Mission and Vocation BCH Bootcamps, Co-Op and Resources for Assignment #1
Due SEPT 26 11:30PM	**Due: Assignment #1: Future Vision - Cover Letter and Resume (Upload to D2L by 11:30 PM FRI)** THIS DUE DATE WAS MOVED DUE TO LABOUR DAY AT SEMESTER START
In Class Wk 4 SEPT 25	**NO CLASS, ATTEND THE ZONE LEARNING STREET FAIR & USE IT AS AN OPPORTUNITY TO PREPARE FOR YOUR ASSIGNMENTS 2, 3 & 4 AS OUTLINED IN YOUR LAB SECTIONS!**
To Do Prep Wk5	**Complete**: Week 4 of Entrepreneurial Mindset – Entrepreneurial Searching and Design Thinking Revolutionary Entrepreneurial Search Methods vs Planning Methods Effectuation – A New Theory for Searching Design Thinking and the Double Diamond Focus on Curiosity (Entrepreneurial Attitude #1)
Due OCT 1st 11:30PM	**Due: Assignment #2: Email, Response and Interview Notes (Upload to D2L by 11:30 PM WED)**
In Class Wk 5 OCT 2nd	**SCIENCE DISCOVERY ZONE & MOMENTUM WORKSHOP IN TRS 1-067**
To Do Prep Wk6	**Complete**: Week 5 of Entrepreneurial Mindset – Business Model You Business Model Canvas (BMC) and Business Model You (BMYou) Self-Awareness through Mindfulness

In Class WK 6 Oct 9th	Business Model Canvas (BMC) and Business Model You (BMYou) Featuring a presentation from SPORTMEET Focus on Proactivity and Self-Direction (Entrepreneurial Attitude)
WEEK OF OCT 13-17	**NO CLASSES OR LABS- READING WEEK**
Due OCT 22 11:30PM	**Due: Assignment #3: Business Model You & Purpose Statement (Upload to D2L by 11:30 PM WED)**
In Class Wk 7 OCT 23	**Guest Lecture from The Department of Retail Management**
To Do Prep Wk7	**Complete**: Week 6 of Entrepreneurial Mindset – Human & Social Capital Human Capital, The Power of the Mind and Finding Your Niche Focus on Growth Mindset (Entrepreneurial Attitude #3) Social Capital, How to Network and Active Listening Skills Focus on User-Centricity and Empathy (Entrepreneurial Attitude #5)
In Class Wk 8 OCT 30th	Idea Pitches and In-Class Coaching, Growth Mindset & Quiz Support (in TRS 1-067)
To Do Prep Wk8	**Complete**: Week 7 of Entrepreneurial Mindset – Using Design Thinking and Lean Startup to Improve Your BMC Using the Design Thinking Double Diamond Model Focus on Creativity (Entrepreneurial Attitude #6) Preparing for Assignments #6 & # 7: Final Report Business Model Canvas worth 10% & 25%
OCT 29th 11:30PM	**NO ASSIGMENT DUE- THE INSTRUCTIONS FOR THE ASSIGNMENTS HAVE BEEN ALTERED PLEASE SEE YOUR LAB INSTRUCTOR AND DEFER TO THE INSTRUCTIONS ON D2L.**
WEEK OF NOV 3RD	**ASSIGNMENT #5: OPPORTUNITY PRESENTATIONS (IN LAB CLASSES WEEK 1 of 2)**
In Class Wk 9 NOV 6	**NO CLASS. ATTEND THE STUDENT SHOWCASE ON THE TRSM CONCOURSE.**
To Do Prep Wk9	**Complete**: Week 8 of Entrepreneurial Mindset – Character & Trustworthiness Core Beliefs, Self-View, Worldview and View of Others Focus on Re-Framing to Increase Resilience (Entrepreneurial Attitude #5)

	Intent, Goal-Setting, Agency and Self-Management (Elephant & Executive) Fuelling Your Spirit with Positive Art
Due NOV 5th 11:30PM	**Due: Assignment #4: Attend and Document a Networking Event & Self-Reflection using Gibbs' Reflective Cycle (Upload to D2L by 11:30 PM WED)**
WEEK OF NOV 10	**ASSIGNMENT #5: OPPORTUNITY PRESENTATIONS (IN LAB CLASSES WEEK 2 of 2)**
In Class Wk 10 NOV 13	Character and Focus on Goal-Setting and Habits (in TRS 1-067) featuring a presentation from Paul Bishop- founder of CanGrowHere
To Do Prep Wk10	**Complete**: Week 9 of Entrepreneurial Mindset – Goals and Habits Goal Setting using Planning and Effectual Search Goal-Setting for Focus and Happiness Time Management & Forming Habits
In Class Wk 11 NOV 20	Character and Focus on Goal-Setting and Habits (in TRS 1-067) & Quiz Support
To Do Prep Wk11	**Complete**: Week 10 of Entrepreneurial Mindset – Mindset and Happiness Causes of Anxiety and Depression CBT – Overcoming Negative Thoughts & Emotions (from -8 to +2) Positive Psychology – Building Positive Beliefs (from +2 to +9) Why Might an Entrepreneurial Mindset Help You Find PERMA? Focus on Self-Leadership (Entrepreneurial Attitude #7)
In Class Wk 12 NOV 27	**FINAL ASSIGNMENT DUE- NO CLASS**
To Do Prep Wk12	**Complete all remaining course components and the Final Quiz (worth 15%)**
Due NOV 26th 11:30PM	**Due: Assignment #6: Final Report Business Model Canvas worth 25% (Upload to D2L by 11:30 PM) Deadline for all TedPoint Bonus Marks**
DEC 5th	**Deadline for all weekly and final quiz scores in Articulate Storyline**

Course Policies

- **It is mandatory to complete the weekly course content in Articulate Storyline. If you do not complete the course modules you will be unable to hand in your assignments. Completion of the required modules will open the associated Assignment Dropbox. It is not possible for this to be altered so plan your time accordingly as all assignments have strict due dates.**
- **Your lab sections are where you will receive guidance on all of your deliverables. As a result you are expected to defer to your lab instructor when it comes to your assignments. The assignments in Articulate Storyline are non-specific and more detailed instruction will be given to you by your Lab Instructor. Attending the labs is crucial in this course.**
- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per Senate Policy #61. Unprofessional emails will not be replied to, this includes: (please see Articulate Storyline for more details on professional communication policies)
  - Sloppy, poorly written or grammatically incorrect emails.
  - Emails that do not include a subject line and appropriate professional salutation.
  - Unprofessional, angry, disrespectful, demanding or insulting emails.
  - Emails asking questions the student should reasonably be expected to find on their own (e.g. contained in the course outline or using Google).
  - Emails written to the wrong person.
- All assignments must be submitted to D2L.
- Students must click through the Student Attestation Form in Articulate Storyline for each assignment submitted to help ensure they have not engaged in Academic Misconduct (Senate Policy 60).
- All assignments will be scanned electronically for plagiarism and use of Artificial Intelligence (AI) using Turnitin.com and/or other appropriate technologies. Any assignments found to plagiarize or inappropriately use AI will receive a grade of 0 and the student will be subject to charges of Academic Misconduct which may include failing ENT 101 and other penalties. (Please see the policy regarding citation of AI use below.)
- **Late Assignments** (11:30 PM on Tuesday evenings as defined by the deadline on D2L) will receive a deduction of 10% per day (i.e. if the assignment is 5 minutes late, 10% is deducted from the assessed grade (a 62% will received 52%), if it is a day and 5 minutes late, then 20% is deducted (a 62% will receive a 42%)...)

- It is your responsibility to anticipate that last-minute issues frequently arise (e.g. "Murphy's Law"). Do not wait until the last moment to submit your assignments. Allow time for technical glitches. Missed live presentations without permission will result in a grade of zero.
- **5 Minute Courtesy for Late Assignments** – with several thousand students and seven assignments each, please understand that we need to set a firm deadline for everyone equally and equitably. Please do not send an email if you miss the deadline. (Please note that you are always free to file an academic consideration request (ACR) with your Lab Instructor when appropriate.)
- Grades are posted on D2L Brightspace.
- IF YOU WOULD LIKE YOUR GRADE TO BE RE-CONSIDERED:
    - Requests for a re-grade must contain your detailed explanation that references the grading rubric, explains specifically where you think we got it wrong, and what you think the grade should be.
    - Unprofessional, angry or demanding emails will not be replied to.
    - Vague requests to be re-graded or explain why a certain grade was assessed will not be replied to. Please come see us in class to discuss grading issues.
- Students are required to retain a copy of all work undertaken as well as all rough materials, references, sources, and notes. That includes use of AI and your prompts.
- The professors reserve the right to modify the syllabus, course, due dates and assignments as required over the course of the term. Any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented.
- The educational content in "Building an Entrepreneurial Mindset" (the Articulate Storyline course learning platform) is an Open Education Resource (OER) and may be shared freely. The unauthorized use of intellectual property of others, including your professors', for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8, 2.10). Intellectual property in this context includes, but is not limited to: slides, lecture notes, in-class recordings, presentation materials used in and out of class, polls, surveys and/or other course content.

Use of Artificial Intelligence (AI)

- Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials.
- Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

- **Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content, and/or the original information edited by AI.**
- Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: https://style.mla.org/citing-generative-ai/).
- Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. **The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work and include the original work of the student.**

Turnitin or another originality detection software

Turnitin.com is an originality detection and plagiarism prevention service to which TMU subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is original/plagiarized and thus subject to Academic Misconduct penalties.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

University Policies

Students are required to adhere to all relevant university policies found in their online course shell in D2L and/or on the Senate website.

Department Policies

Standards for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the professors. This includes all email communication with the professor and other students, as well as group chats. ***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 Grammarly and/or Writing Support if you need it. Please read the Professional Communication policies described in Articulate Storyline.***
- You are encouraged to obtain assistance from Writing Support for help with your written communications as needed. (See the Library for APA style guide references).

Professionalism

Your participation in all components of this course reflects 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. For the purposes of this course, unprofessional behaviour includes, but is not limited to, any of:
- Missing classes or missing student and instructor meetings without giving reasonable notice and reason.
- Not participating fully in group activities in class and for assignments, which may be measured by peer evaluations or group reports submitted to instructors.
- Not being aware of basic aspects of the course that are contained in the course outline and/or instructional materials.
- Toronto Metropolitan University policies provide accommodation for a variety of circumstances and seek to avoid bias of several kinds. You are expected to adhere to these policies in your group work and in interactions with students and professors. It is your responsibility to understand these policies, including religious accommodation, academic accommodation, and what constitutes bias for equity-deserving groups.

Accessibility, Accommodation and Consideration (AAR & ACR)

- We are committed to creating a course that is inclusive in its design and implements best practices for Universal Design for Learning (UDL). If you encounter barriers, please let your Lab Instructor know so we can determine if there is a design adjustment that can be made to the course. We are happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with your Lab Instructor outside of class so we can explore potential options.
- We have designed this course with scalability, accessibility and accommodation in mind. academic accommodation requests related to RU Noted, use of adaptive technologies, access to slides and/or use of recording devices for your own personal use in the large lecture hall in room 1-067 are *all granted in advance without the need to file an accommodation request*. Similarly, since there are no tests or exams, *accommodation requests for extra time, alternative test-taking environments and related accommodation requests are not applicable to this course.*
- Your Lab Instructor (Mina Mohammadi or Ryan Wilock) will consider requests for assignment extensions based on an **Academic Consideration Request (ACR)** following standard TMU policies and documentation for ACRs. (Please note that this is a different procedure than **Academic Accommodation.**)
- **In general, we do not grant Academic Accommodation Requests (AARs) to change the AoL assignment deadlines unless they are made to your Lab Instructor** (Mina Mohammadi or Ryan Wilock) **at least 3 weeks in advance of any given deadline.**
- Religious or cultural observation accommodations must be requested within the first two weeks of the term to your Lab Instructor (Mina Mohammadi or Ryan Wilock).
- If you have a disability, or think you may have a disability, you may also want to reach out to Academic Accommodation Support (aasintake1@ryerson.ca) to begin this conversation or request an official accommodation. AAS works with students with disabilities and faculty members to identify reasonable accommodations. You can find more information about Academic Accommodation Support, including contact information, here: https://www.torontomu.ca/accommodations/

Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- Learn more about Academic Accommodation Support
- Learn how to register with AAS

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about Academic Accommodations versus Academic Consideration and how to access each.

Wellbeing Support

At Toronto Metropolitan University (TMU), 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.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- 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)

- Keep.meSAFE: 24/7 access to confidential support through counsellors via My SSP app or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- Centre for Student Development and Counselling: 416-979-5195 or email csdc@torontomu.ca

- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext: 553596 or email osvse@torontomu.ca

- Medical Centre: call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the Toronto Metropolitan University Mental Health and Wellbeing website.

Resources Available at Toronto Metropolitan University

- **The Library** provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or students can use the Library's virtual research help service to speak with a librarian.

- **Student Life and Learning Support** offers group-based and individual help with writing, math, study skills, and transition support, as well as resources and checklists to support students as online learners.

  You can submit an **Academic Consideration Request** when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the Senate website and select the blue radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

  For extenuating circumstances, Policy 167: Academic Consideration allows for a once per semester 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. Absences more than 3 days in duration and those that involve a final exam/final assessment require documentation.. Students must notify their instructor once a request for academic consideration is submitted. See Senate Policy 167: Academic Consideration.

- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The Remote Learning Guide for students includes guides to completing quizzes or exams in D2L Brightspace, with or without Respondus LockDown Browser and Monitor, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

- Information on Copyright for Faculty and students.