IDEA Minor Syllabus for All Courses
Quarter: <mark>Fall 2019</mark>
4 Credits per course (ENTR 246, 346 and 446)
MW: 4-5:50
Course Websites: Canvas & https://wp.wwu.edu/ideastoimpact/

Microsoft Teams is our primary means of Communications. All Students are required to use it. It is provided free from WWU. Students can reach any instructor or student via this platform.	
Professor and Head Coach	Meg Weber, MBA, MFA, Head Instructing Coach; Instructor of Record ENTR 246, 346 Phone: text or call 360-961-2607 Email: Meg.Weber@wwu.edu LinkedIn Office hours: By Appointment
Coaching/ Teaching Team	Art Sherwood, Ph. D., Instructor of Record ENTR 446 David Cole Professor of Entrepreneurship Office-Parks Hall, 41 Phone-Mobile 360-961-9950 (call or text—please leave message with contact info and be sure to remind me who you are!) Email: art.sherwood@wwu.edu LinkedIn Office hours: After Class and By Appointment Office hours: By Appointment
	Rianne Ellingwood Email: ellingr3@wwu.edu
	Lauren Adkins Email: adkinsl3@wwu.edu
	Olivia Hall Email: hallo3@wwu.edu
	Serafima Healy Email: healys@wwu.edu

Welcome to the IDEA Learning Community!

Ready to ignite and fuel a lifetime of changemaking through multi-purpose entrepreneurship and innovation? Let's get to Discovering, Designing and Doing!

This is the syllabus for the entire Entrepreneurship and Innovation Minor at WWU. In it you will find the minor design model IdeaGrit, course descriptions, learning objectives and policies. The companion piece to the syllabus is the quarter specific calendar (separate document).

We look forward to learning and practicing with you!

Minor Courses Overview

Discover! ENTR 246 Course Description (E1 and E2): This course lays the foundations for the theory and practice of entrepreneurship and innovation knowledge, skills, and capabilities in the context of new and existing organizations with varied economic and non-economic purposes. Students will examine opportunity and how to bring innovation to bear on these through bringing together resources and people to affect desired change. Repeatable up to 8 credits, including original course.

Prerequisites: None for the first quarter (E1). To continue for the second set of 4 credits (E2), students must successfully complete E1.

Design! ENTR 346 Course Description (E3 and E4): This course builds upon the Entrepreneurship and Innovation Foundations (ENTR 246) course and provides additional student entrepreneurial knowledge, skills and abilities through increasingly deep and complex experiences in and out of the classroom. Students will engage in the creation and development of their own ventures, engage with ongoing ventures, and will provide coaching/mentoring to earlier stage entrepreneurship students. Repeatable up to 8 credits, including the original course.

Prerequisites: 8 credits of ENTR 246; Admission to the minor or instructor permission; E4 requires successful completion of E3.

Do! ENTR 446 Course Description (E5 and E6): This course builds upon the Entrepreneurship and Innovation Foundations (ENTR 246) course and the Intermediate Entrepreneurship and Innovation (ENTR 346) and provides additional student entrepreneurial knowledge, skills, and abilities through increasingly deep and complex experiences in and out of the classroom. Students will engage in creation and development of their own ventures, engage with ongoing ventures and will provide coaching/mentoring to earlier stage entrepreneurship students. Repeatable up to 8 credits, including original course.

Prerequisites: 8 credits of ENTR 246 and 8 credits of ENTR 346; Admission to the minor or instructor permission; E6 requires successful completion of E5.

Required Materials and Texts: Students are expected to have daily access to Canvas, Microsoft Teams/Planner/OneDrive and the IDEA Minor Website.

Connection to the Entrepreneurship and Innovation Minor

These courses are the series that make up the Entrepreneurship and Innovation Minor.

The Entrepreneurship and Innovation Minor is an interdisciplinary program designed to provide the knowledge, skills and capability to successfully engage in entrepreneurship and innovation behaviors in new and existing organizations having varied purposes (economic and non-economic). Students will learn how to recognize opportunity/needs and link them to innovative approaches while brining resources and people together in an organizational context to effect desired change. Students will learn about organizational contexts with both economic and non-economic purposes and have the opportunity to gain increasingly deep experience in entrepreneurship and innovation related to their major field of study.

Why Consider an Entrepreneurship and Innovation Minor?

The minor is built for guided changemaking *practice*...

The Entrepreneurship and Innovation Minor provides Western's diverse student population the opportunity to gain related knowledge and skills, and experientially apply them in a variety of domestic and international classroom and real-world contexts. The minor takes the perspective that entrepreneurial knowledge and skills can be taught to everybody willing to learn, rather than those born with some special traits. While the minor is highly useful for those desiring to start and grow their own ventures, it is also valuable for those who desire to be entrepreneurs and drive innovative change inside existing organizations. The minor will allow students the opportunity to link entrepreneurship and innovation to their major areas of study, creating a powerful combination for success in the professional world.

How to Declare (Admission and Declaration Process):

Students must complete four credits of ENTR 246 with an average grade of 2.50 or higher across ENTR courses, and fill out the Entrepreneurship and Innovation Minor application form. Open to all WWU students.

Contact Meg Weber

Requirements

- ❑ ENTR 246 - Entrepreneurship and Innovation Foundations (8 credits)
- ❑ ENTR 346 - Intermediate Entrepreneurship and Innovation Experience (8 credits)
- ❑ ENTR 446 - Advanced Entrepreneurship and Innovation Experience (8 credits)

Course Information

Our minor design is on the cutting edge of entrepreneurship and innovation teaching and learning, incorporating new and rapidly evolving tools and content along with traditional materials and approaches that have stood the test of time.

We use the IdeaGrit model for developing lifelong changemakers through Multi-purpose Entrepreneurship and innovation created through Dr. Sherwood's research and global collaborations.

IDEAGRIT
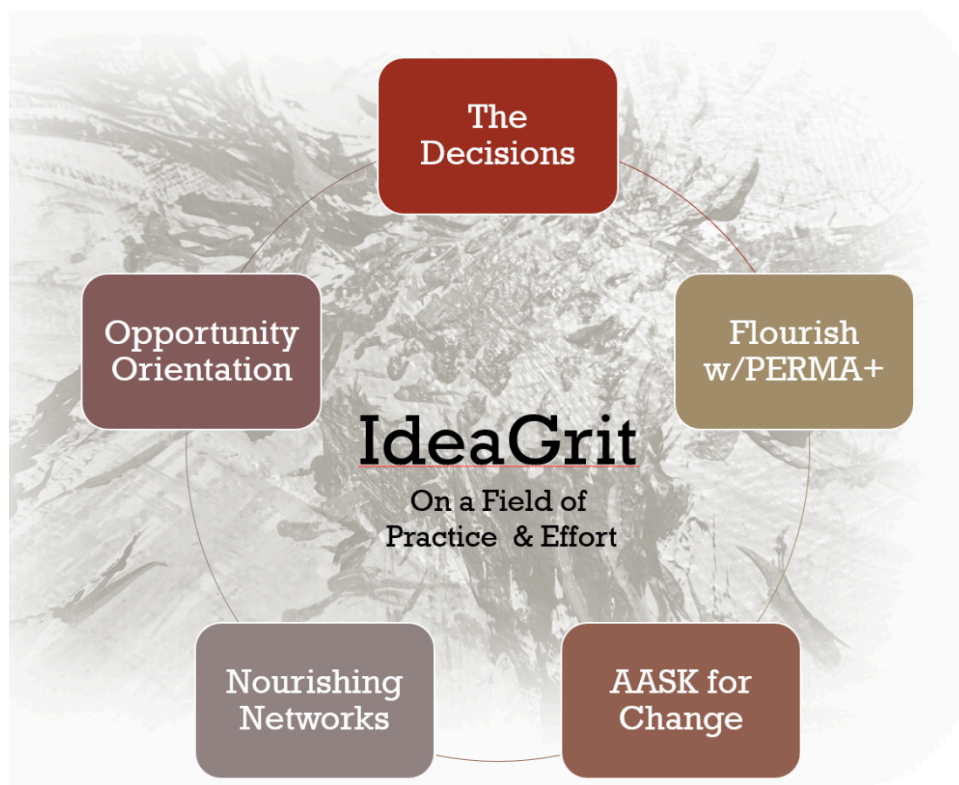
IdeaGrit is the passion and perseverance to pursue a lifetime of taking ideas to impact to make change happen through multi-purpose entrepreneurship and innovation. To develop IdeaGrit takes practice and effort and development in at least five areas as outlined below.

THE DECISIONS

📖D1: I will make my own choices
(Radical Responsibility)
📖D2: I choose to make a difference
📖D3: I choose to be a Lifelong ChangeMaker
📖D4: I choose to invest lifelong effort
📖D5: I choose to act

To ultimately have active IdeaGrit, it is important to explore and answer positively to the above questions. Lifelong changemaking is a choice.

DESIGN TO FLOURISH!
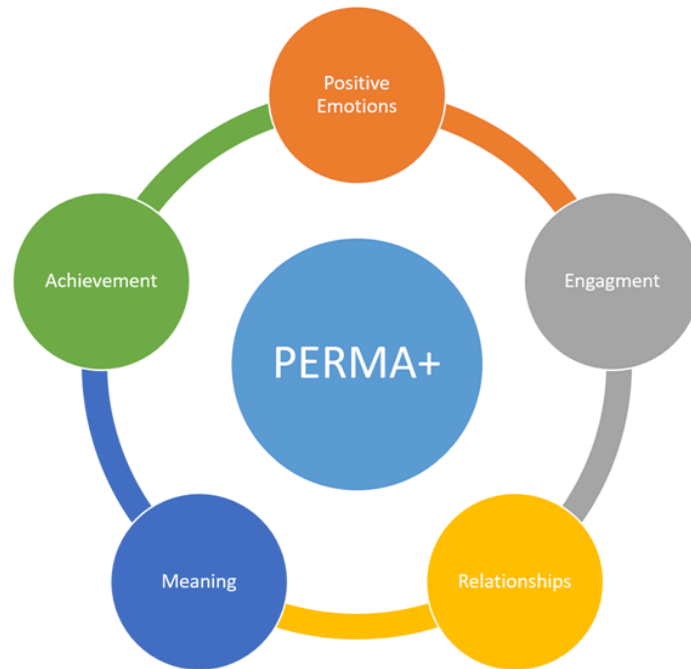
Based on the science of positive psychology which asks "how do we develop well-being" we work on exploring and finding the answers for these critical areas for all within the IDEA learning community.

AASK FOR CHANGE

- **A**ttitude
- **A**bility Level and underlying **S**kill
                    (Learning and Practice!)
- **K**nowledge

As with all fields, multi-purpose entrepreneurship and innovation has a set of specific knowledge and skills. This is what makes up our content. Some of that content is unique to our area and some of it "amplifies" our work. Students learn and practice in workshops, team projects, engaging with the outside community and working with peers.

NOURISHING NETWORK

- Creating and developing nourishing Local, Regional, National, Global connections for support, collaboration and access

Having a network that supports the ongoing efforts of entrepreneurs and innovators is critical to long term

success. We spark and ignite networks for those in our learning community.

OPPORTUNITY ORIENTATION

O-Attitude
O-Vision
O-Access
O-Creation

Having an orientation toward opportunity whether it is seeing it or creating it is fundamental to being a successful changemaker through multi-purpose entrepreneurship and innovation. We work to develop this over the course of the entire minor.

ENTR 246

E1 Course Objectives
By the end of this quarter, students will…
Overall:
1. Be effectively introduced and integrated into the IDEA Community
2. Be able to define and explain provided introductory terminology, models and processes

Ventures: Discovery at the Early Stages
Be able to effectively
3. work through an entire early stage, evidence based, idea development process
4. identify opportunities and match them with innovations that fill a significant marketplace gap
5. work through a basic ideation and problem definition process individually and with a team
6. work with a project venture team and complete team goals
7. design and deliver a basic pitch presentation

Change Leadership: Discovering you as a potential lifelong changemaker
Be able to effectively
8. Articulate their developing purpose and passion in the form of True North and Major Definite Purpose within the IdeaGrit Model for Lifelong Changemaking and the PERMA model for Flourishing as a Changemaker.
9. Articulate how the IDEA Minor fits with their developmental goals and commit, exit or continue to intentionally explore

E1 learning that goes into the E2/E4 cumulative exam. Given the above, you should be able to fully and completely do the following:

a. Imagine you are giving a workshop on design thinking.   Describe a proposed design for the design thinking workshop. What would you include? Why? Be sure to include each stage and what you would teach within each (Empathize, Define, Ideate, Protype, Test).
b. Imagine you are just starting in an entrepreneurship team. Design an approach to help move the team from forming to performing and explain why what you propose should be effective.
c. Design an approach to identifying needed team members and how you would recruit them. How would you go about identifying the types of diversity your work needs? What are the essential elements of creating an inclusive and equitable environment that leads to meaningful opportunities for participation and people being their best selves?
d. Imagine you are leading a team of E1s through a VP1. What are the keys to "Setting the Standard"? Design a plan of action that will lead to meeting that standard.
e. Draw the IdeaGrit model and define and describe each component. Why are each important to developing as a lifelong changemaker?
f. Imagine you have been asked to give a workshop on True North and Major Definite Purpose. What would it look like? What would you include? Why?
g. Imagine you were giving a workshop on building plans of action. What would be your design? What would you

include? Why?

    h.   Design, share and describe a pitch "template" that has the purpose of a team getting feedback from a group of coaches (experts, peers, instructors etc.). What would you include and why? What are the keys to success in preparing for and delivering the pitch? Conducting a follow up discussion/Q&A? How does this differ if it is sitting down with a single coach vs a room full of coaches?

E2 Course Objectives
By the end of this quarter, students will…
Overall:
1. Be able to define and explain provided introductory terminology, models and processes
2. Build upon and practice the learning in prior quarters
3. Feel confident in their abilities to navigate and perform effectively within our IDEA community

Ventures: Discovery at the Early Stages

Be able to effectively
4. describe existing organizations using canvas tools including the Big Idea Canvas, The Value Proposition Canvas and the Business Model Canvas.
5. work through the customer discovery stage of the evidence-based entrepreneurship process
6. explain and effectively practice the design thinking process at a basic level
7. use tools to understand and articulate empathy for the needs/desires of customers including customer empathy maps, journey maps and profiles
8. design and implement primary and secondary customer-oriented research and utilize/explain the data
9. work with a project venture team and complete team goals including providing analysis and advice to an existing organization
10. design and deliver a basic pitch presentation

Change Leadership: Discovering you as a changemaker

Be able to effectively
11. Articulate their developing purpose and passion in the form of True North and Major Definite Purpose within the IdeaGrit Model for Lifelong Changemaking and the PERMA model for Flourishing as a Changemaker.

12. Articulate how the IDEA Minor fits with their developmental goals and commit or exit.

E2 learning that goes into the E4 cumulative exam. Given the above, you should be able to fully and completely do the following:

    a.   Imagine you are asked to present a workshop on "Excellence in Coaching" to a set of new E1s. What would you design into your workshop and why?

    b.   Imagine you have been given the opportunity to give a pitching clinic. What are the "must haves" for a pitch in for each the following audiences: Investor; Industry or subject matter expert; Potential team mate. How would you approach each? What is unique about each? Fully support your answer with why these are must haves for these different audiences.

    c.   Imagine you are provided with a specific traditional for-profit, a social enterprise and a non-profit/NGO. Create a value proposition canvas for each and then compare and contrast how they approach each of the key areas.

    d.   Imagine you are provided a specific organization. Describe how you would conduct an empathy deep dive related to customer segments including use of empathy maps, community maps, customer journey maps, customer profiles and the value proposition canvas.

    e.   Draw the PERMA+ model and define and describe each component. Why are each important to developing well-being? What is one specific action you would recommend to a peer to increase each?

ENTR 346

E3 Course Objectives
By the end of this quarter, students will…
Overall:
1. Be able to define and explain provided intermediate terminology, models and processes
2. Build upon and practice the learning in prior quarters

Ventures: Designing Solutions

Be able to effectively
3. Analyze the macro and micro environments of an existing organization, identifying and explaining relevant factors impacting the organization's business model and strategy
4. Design and describe vetted prototypes for recommended change for a full business model using canvas tools including the Business Model Canvas and the Value Proposition Canvas
5. Use tools to build and articulate empathetic understanding for the organizational environment and external systems including community maps, competitor industry analysis, "Friction" analysis and PESTLE
6. Design and implement primary and secondary organizational environment research and utilize/explain the data
7. Work with a project venture team and complete team goals including providing analysis and advice to an existing organization related to their organizational environment
8. Design and deliver an intermediate level pitch presentation

Change Leadership: Designing your Life as a Changemaker
Be able to effectively
9. Articulate their developing purpose and passion in the form of True North and Major Definite Purpose within the IdeaGrit Model for Lifelong Changemaking and the PERMA model for Flourishing as a Changemaker.

10. use tools and processes to comprehensively understand their current state of well-being, where they desire to be and steps to achieve this using the PERMA Model
11. Articulate how the dedicating to being a lifelong changemaker fits with their desired impact on the world
12. Support their own development as a Changemaker through outside professional development activities
13. Engage in effective cascading mentorship and coaching

E3 learning that goes into the E4 cumulative exam. Given the above, you should be able to fully and completely do the following:

a. Imagine you are provided a set of organizations. Identify and describe their sustainable competitive advantages including their value propositions and what they are offering to deliver this value. Draw conclusions about how unique/distinctive it is in the market place (competitive advantage), if it is sustainable. Provide your reasoning and factual support.

b. Imagine you are provided a traditional for-profit, a social enterprise and a non-profit/NGO. Compare and contrast each of the different forms including pros and cons.

c. Imagine you are provided a balance sheet, sources and uses statement, cash flow statement and income statement. Be ready to answer provided questions about the core components of each.

d. Imagine you are provided an organizational description. Describe how you would conduct an empathy deep dive related to the external macro and micro environments that ultimately allows you to identify opportunities and their implications for a current venture/business model.

e. Imagine you are provided an organizational description. Draw a systems/Community map, showing roles, assets and flows and potential opportunities for change.

f. Imagine you are provided an organizational description.   Describe the various options for scaling and give a recommendation for what you see as the best strategy and why.

E4 Course Objectives
By the end of this quarter, students will…
Overall:
1. Be able to define and explain provided intermediate terminology, models and processes
2. Demonstrate their foundational cumulative understanding of the entrepreneurship and innovation field including provided terminology, models and process across E1-E4.
3. Build upon and practice the learning in prior quarters

Ventures: Designing your own Venture
Be able to effectively
4. Apply early-stage idea tools and processes to initiate and evolve a venture of their own (or team's) making including
   a. Community/Customer mapping and profiling (demographics, journey/experience, connections)
   b. Big Idea Canvas (BIC)
   c. Customer Discovery,
   d. Value Proposition Canvas (VPC)
   e. Primary and secondary research
   f. Design Thinking.

g. Apply Ideation tools and processes at all stages

h. Create product-market fit

i. Create a Minimum Viable Product or Service (MVP/S)

5. Utilize evidence-based entrepreneurship tools and processes developed in prior quarters to understand, describe the opportunity and design a vetted prototype offering.
   a. Incorporate internal and external environmental analysis

   b. Evolve BICs, VPCs

6. Create and explain basic pro-forma financial statements including pre-launch source/use and post launch income and cash-flow.
7. Design and deliver an evidence-based pitch presentation that clearly articulates venture mission and the key elements of early stage idea development including customer data and offering prototype.
8. Build a Plan of Action for venture development and advancement including actions up until launch plus one time period post-launch including continued rapid prototyping, start-up resource acquisition and team recruitment

Change Leadership: Designing your life as a Changemaker
Be able to effectively
9. Articulate their developing purpose and passion in the form of True North and Major Definite Purpose within the IdeaGrit Model for Lifelong Changemaking and the PERMA model for Flourishing as a Changemaker.

10. Build a Self-Leadership plan of action with a focus on developing as a lifelong changemaker
11. Develop an area of PERMA, chosen via analysis and reflection
12. Support their own development as a Changemaker through outside professional development activities
13. Engage in effective cascading mentorship and coaching

E4 learning that goes into the E4 cumulative exam. Given the above, you should be able to fully and completely do the following:

a. Imagine you are provided with an early stage idea. Design an evidence-based entrepreneurship process using the BIC, the VPC and the BMC including hypotheses, test cards, primary and secondary research and a plan for moving it all forward.

b. Imagine you are provided a traditional for-profit, a social enterprise and a non-profit/NGO. Create business model canvases for each and then compare and contrast how they approach each of the key areas.

c. Imagine you are provided with 3 of 10 basic revenue models. Compare and contrast them including pros and cons of each.

d. Imagine you are provided with an organizational description. Design a bootstrapping approach to financing the enterprise.

e. Imagine you are provided with an organization. Design an approach to raising capital from at least three types of investors.

f. Imagine you are teaching and coaching a budding changemaker (through entrepreneurship and innovation) on building their Network. What are the essential things the person needs to know? What are the skills they need to develop? What are the essential ingredients for a healthy network?

g. Imagine you are provided an organizational description. What are the IP and Legal issues they should pay attention to? Why? What advice would you give them to appropriately deal with their IP and legal issues?

ENTR 446

E5 Course Objectives

By the end of this quarter, students will…

Overall:

1. Build upon and practice the learning in prior quarters

Ventures: Do a Venture Launch

Be able to effectively

2. Apply business modeling tools and processes to develop, advance and launch a venture of their (or their team's) making including
   a. BIC
   b. VPC
   c. Business Model Canvas (BMC)
   d. Customer Discovery
   e. Team/partner recruiting and engagement

3. Utilize evidence-based entrepreneurship tools and processes developed in prior quarters to fully design and launch their prototyped venture model
4. Create and explain complete and vetted pro-forma financial statements including multi-period, post-launch income, cash-flow and balance sheets
5. Create a funding plan for pre and post launch

6. Design and deliver an advanced, evidence-based pitch presentation
7. Build a Plan of Action for venture scaling, team recruitment and continued rapid prototyping/testing over multiple periods

Change Leadership: Do ChangeLeadership Development

Be able to effectively

8. Articulate their developing purpose and passion in the form of True North and Major Definite Purpose within the IdeaGrit Model for Lifelong Changemaking and the PERMA model for Flourishing as a Changemaker.

9. Build a vetted prototype, outward facing social media presence to support your development and positioning as a Changemaker and Changeleader.
10. Develop an area of PERMA, chosen via analysis and reflection
11. Support their own development as a Changemaker through outside professional networking activities including workshops, training, mentoring and/or coaching
12. Engage in effective cascading mentorship and coaching

E6 Course Objectives

By the end of this quarter, students will…

Overall:

1. Build upon and practice the learning in prior quarters

Ventures: Do a Venture Dial-in and Scale

Be able to effectively

2. Apply business modeling tools and processes to a launched venture of their (or their team's) making including
   a. Legal issues
   b. Testing/vetting with post launch evidence
   c. Dialed in offering based on market data
   d. Team advancement
   e. Implementation of funding plan
   f. Key Performance Incidator development and use

3. Utilize evidence-based entrepreneurship tools and processes developed in prior quarters to scale and dial-in through rapid prototyping and testing
4. Create and explain, complete and vetted, pro-forma financial statements including multi-period, post-launch income, cash-flow and balance sheets
5. Design and deliver an advanced, evidence-based pitch presentation

6. Build a Plan of Action for venture scaling and continued rapid prototyping over multiple periods

Change Leadership: Do ChangeLeadership Development
Be able to effectively

7. Articulate their developing purpose and passion in the form of True North and Major Definite Purpose within the IdeaGrit Model for Lifelong Changemaking and the PERMA model for Flourishing as a Changemaker.

8. Launch a vetted outward facing social media presence to support your development and positioning as a Changemaker and Changeleader.
9. Develop an area of PERMA, chosen via analysis and reflection
10. Support their own development as a Changemaker through outside professional networking activities including workshops, training, mentoring and/or coaching
11. Engage in effective cascading mentorship and coaching and provide a plan of action for staying connected to the IDEA Network/community while bridging to life after the Minor
12. Share reflections in celebration of completing the minor in a way that passes on enthusiasm and wisdom gained.

Grading: Points and Standards

The following table identifies the amount of points associated with each assignment. Additional grade details are found in the assignment descriptions below and within the specific assignments themselves. All assignments are due at the time indicated in the Course agenda and specific assignment descriptions.

Team Peer Review: Choosing not to complete or doing incompletely or with lower than expected quality will lower your grade.	Up to -# points of VP
Professionalism: May raise or lower your grade; This includes instructor assessment of contribution and preparedness.	Up to +/- 200
Attendance: Not attending will lower your grade. Tardiness may lower your grade. (see policy below)	Up to - 200

Assignments

1000 Points Total	ENTR 246/346/446		ENTR 346		ENTR 446	
	E1	E2	E3	E4	E5	E6
Venture Project 1 (VP1)	150					
Venture Project 2 (VP2)	600					
Change Leadership	250					
Cumulative Individual Exam		80% or higher to pass		80% or higher to pass		

A	94-100%	**B+**	87-89%	**C+**	77-79%	**D+**	67-69%	**F**	Below 60
A-	90-93%	**B**	84-86%	**C**	74-76%	**D**	64-66%		
		B-	80-83%	**C-**	70-73%	**D-**	60-63%		

Grade Policy for Late Items

Here is the policy for turning in graded items late:
- 1 second to 24 hours: -10% of item total
- 24 hours and 1 second to 72 hours: -20% of item total
- 72 hours and 1 second to 1 week: -50%
- Nothing will be accepted after 1 week late (unless prior arrangements are made with Dr. Sherwood and then approval given only in extreme circumstances)

Team Grades

Multiple assignments are team based. Teams may petition the instructor to remove non-participating team members from the team or to provide evidence that the team member should receive a reduced

performance grade. The instructor has full discretion to approve this and decide upon the consequences up to and including failure of the assignment by the individual. So team players rejoice! Your efforts will be rewarded. Slackers…shake in fear as there will be little mercy…

Grading Attendance and Participation

YOU MUST ENSURE THAT YOU SIGN IN. IT IS YOUR RESPONSIBILITY. IF YOU DON'T, YOU WILL BE COUNTED ABSENT.

Successful real world people show up and engage. And if they don't their reputation and the credibility goes down. Attendance and participation is expected. WE DO NOT DO EXCUSED ABSENCES. This course is highly experiential and a great deal of learning comes from showing up. We use a subtractive approach to attendance—just like what happens "out there".
1. First miss=lose 0 points. We get that things happen.
2. Second miss=lose 20 points.
3. Third miss=lose 30 points (50 total now).
4. Fourth miss=lose 40 points (90 total now).
5. 5 and onward miss lose 50 points each and likely deep grade trouble..

Tardiness, leaving early and lack of prepared participation may result in counting as a partial or fully missed class according to the instructor's discretion. To build good relationships, if you know you will miss class, tell the instructor in advance (this includes emailing if sick etc.)…but don't use that Auntie Zelda died more than once…we will remember these things…

If you are showing signs of flu (i.e. fever, sore throat, cough) you are encouraged not to attend class but again, notify the instructor <u>before class.</u> Accommodations will be made for appropriate replacement work so you don't miss out on learning.

From the WWU course catalog, 2009

"Course attendance normally is required by the instructor. Any student who fails to attend the first meeting of a course may be required to drop it if another student, previously unable to register for the course due to enrollment limitations, seeks admission.

A student absent from any exam or class activity through sickness or other cause judged by the instructor to be unavoidable shall be given an opportunity to take a rescheduled exam or make up the class assignment in a timely manner agreed upon by the instructor (see Leaves of Absence). Examples of unavoidable cause may include participation in University-sponsored activities such as debating contests, musical or theatrical performances, or intercollegiate athletic competition.

University policy does not allow a student to attend a class without formally being registered for it. It is the student's responsibility to ensure that he or she is properly registered for each course."

Assignments and Experiential Learning Projects

Below you will find the planned learning opportunities…both specifically graded and those that are just part of getting ready for class and participating. More specific instructions will be provided in the specific assignments.

Assignments with specific grades attached.

Venture Projects

The purpose of the venture projects is to practice the practice of changemaking through entrepreneurship

and innovation.
- These progressively work through the Ideas to Impact Process as students invest extensive time out of the building engaging in scientific, evidenced based entrepreneurship and innovation.
- Venture projects can span multiple purposes and contexts with some set by instructors and some determined by the students
- Grades will be based upon the method and criteria set in the assignment.

Change Leadership

- Inward focus

  - o The purpose is to help students explore their own values and interests, build their empathy muscles and connect these to their life's work to encourage intentional learning and on-purpose living.
  - o Students will build self-understanding and ultimately turn this understanding into a specific professional development plan that include all appropriate activities including those related to changemaking through entrepreneurship and innovation.

- Outward Focus

  - o The purpose is to help students to practice effectively developing others and working with others to develop themselves. We start with the basics of giving feedback which builds a foundation for work related to coaching, mentoring and leadership.
  - o The work includes self-reflection as well as engaging with a variety of people on and off campus.

Cumulative Exams
- E2 and E4 students will take a cumulative written exam that is pass/fail. If students do not pass, they will not be able to proceed to the next E-Level.

Custom Projects
- The purpose of custom projects is to provide flexibility in learning and earning credit for students. With the instructor's consent, students may construct a custom entrepreneurship and innovation project and assessment criteria that may replace other assignments or add extra credit. This may be done as individuals, or in teams.
- Grading will be according to the approved project proposal.

Course Policies

Student Rights and Responsibilities

In this course, students are held responsible for upholding all aspects of Western's Academic Honesty Policy and Procedure, and the Student Rights and Responsibilities Code.

Attendance and Participation. See "Grading Attendance and Participation" section above.

Academic Integrity: For students, *academic integrity* means challenging yourself, doing your own work, giving credit whenever you use the work of others striving for excellence, taking risks, and learning from your mistakes. It boils down to caring about your schoolwork and always being honest in carrying it out. It is understood that you come to WWU and this class with integrity (ignorance is not an excuse). Academic integrity and honesty can be challenging due to such things as stress, procrastination, ignorance, confusion, bad advice, and bad choices. Make good choices: de-stress, plan well, seek guidance and stay informed.

With all of this said, strict standards of academic honesty will be enforced in this classroom. Plagiarism and cheating will not be tolerated. Plagiarism occurs when you present someone else's (including a scholar or fellow student) work as your own. Paraphrasing and citing that information is expected. Copying and pasting information from the Internet in your assignments is NOT acceptable and constitutes cheating. If the assignment

is graded on an individual basis, you should not collaborate with other students. Cheating on quizzes or exams (by sharing answers, looking at someone else's work, etc.) is not acceptable. "Whistle blowing" about plagiarism or cheating is welcomed and whistleblowers' identities will be kept anonymous.

So to help you keep your integrity and good reputation intact, there are resources to help you:
- **WWU's Integrity Website:** Provides information you need, including why integrity is important, how to promote it, as well as types of academic dishonesty and how to avoid them, *particularly plagiarism*.
- **Appendix D of the WWU Catalog:** It contains the policy requiring academic integrity, examples of academic dishonesty, and the procedures for violations of academic honesty.
- **APA (or other) style manual**: Please refer to a style manual or a number of online resources for appropriate citation formats.

See your instructor or coach if you have *any* concerns or questions about academic integrity regarding yourself or your classmates. *We are here to help.* An ounce of prevention is worth a pound of cure, especially where penalties (e.g., failing an assignment or the course entirely) and one's reputation (e.g., your academic record with the Provost's office) are at stake.

Respectful Environment: This course requires an environment that promotes open discussion of issues; personal attacks and disrespect for others' opinions hamper that goal. We will encounter and analyze viewpoints that may be controversial, even unpopular. In a class such as this, respectful disagreement is expected and encouraged - but focus on arguments, not on people. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which they and their students express opinions.

WWU is committed to an environment free of discrimination and harassment. Federaland State laws, as well as University policies, protect faculty, staff, and students against discrimination based on the following legally protected characteristics: Race, Color, Creed, Religion, National Origin, Sex (including pregnancy and parenting status), Age, Disability, Marital Status, Sexual Orientation, Gender Identity and Expression, Genetic Information and Veteran Status (See http://www.wwu.edu/eoo and Western's Policies on Providing Equal Opportunity and Nondiscrimination and Preventing Sexual Harassment for more info). If you have any concerns regarding respect within the classroom please feel free to discuss the situation with your instructor or coach.

Classroom Safety, Classroom Emergencies

If during class an emergency arises in this classroom, building or vicinity, your instructor may inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing emergency evacuation routes from this classroom. Know which of Western's three major disaster meeting locations is closest to this building (Old Main green, grassy oval at Communications Facility or tennis courts).

Watch emergency videos and information at emergency.wwu.edu. If police or university officials order the class to evacuate the classroom or building, do so in a calm and orderly manner. Assist those who might need help in reaching a barrier-free exit. You may receive Western Alert emergency information via the building enunciation system or by text message, email, Facebook or Twitter.

Reasonable Accommodation: Western is committed to equal opportunity and non-discrimination in all programs and activities. Reasonable accommodation for persons with documented disabilities should be established within the first week of class. Requests for accommodation or assistance should be directed to Disability Resources for Students located in Old Main 110; additional information is available at: http://www.wwu.edu/depts/drs/ Telephone: 650-3083 / Email: drs@wwu.edu

Western provides reasonable accommodation for students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. Students seeking such accommodation must provide written notice to their faculty within the first two weeks of the course, citing the specific dates for which they will be absent. "Reasonable accommodation" means that faculty will coordinate with the student on scheduling examinations or other activities necessary for completion of the course or program and

includes rescheduling examinations or activities or offering different times for examinations or activities. Additional information about this accommodation can be found in [SB 5166: Providing religious accommodations for postsecondary students](#).

Technology Use in the Classroom: We will use technology in the classroom and the expectation is for all to use it in an appropriate professional manner. The instructor can restrict or require the use of technology at any time including laptops, phones, computers, tablets etc. Our policy is once you've entered the classroom, all devices should be used only for IDEA related activities.

Incompletes: Incompletes will only be given in cases of documented, extenuating circumstances and are up to the instructor's discretion. You need to discuss arrangements with your instructor *as soon as you realize* you need to take an incomplete in the course. Incompletes will not be granted after the last day of class.