

TED ROGERS SCHOOL

Entrepreneurship & Strategy

BSM 200 (011)

The Growing Business: Breaking Even

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.



BSM 200: The Growing Business: Breaking Even

Fall 2024 Section 011 Friday (TRS 3147). 12:00-3:00pm

Instructor Information

Lecturer:	Vinay Yarlagadda
Office Hours: held via Zoom/Google Meet, but please email me	On request; Thu 2-3PM
Course Website:	https://www.torontomu.ca/calendar/2023-2024/courses/business-essentials/BSM/200/
E-mail Address:	vinay.yarlagadda@torontomu.ca

Email Policy

Students must use the e-mail address listed above to communicate with me. Students must activate and maintain a Toronto Metropolitan e-mail account which is the only means by which you will receive university communications. See [Policy # 157](#) and other policies found at <https://www.torontomu.ca/senate/policies/> for further information on this issue.

Note: In accordance with the Policy on 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. However, I will only respond to e-mails with the **course code** in the subject line. For example, all e-mails must have F2024 BSM 200 and **your section** in the subject line. Also please read the course outline before sending an email. Course related information is in the course outline. Turn around time for response is 3 business days.

Course Description

This second required course in the Business Essentials Minor focuses on the firm as it progresses beyond its start-up phase and embraces a more management-focused orientation. Topics covered include governance structures, leadership, human capital recruitment, development and retention, financial stewardship, essential financial tools for decision-making, operations management, industry analysis, strategy development and execution.

This course is not available to programs within the Ted Rogers School of Management. Lecture: 3 hours; Course weight: 1.00.

Prerequisite(s)

BSM 100.

Course Details

Course Overview

Students in this course will be introduced to the basic concepts of business growth including growth strategies, strategic planning, and all business functions required to grow a business. This first-year course is designed to address these concepts at a rudimentary level and as a precursor for further and deeper learning in more advanced courses in the management discipline. Students will be assessed on these basic concepts individually while group work will allow for application of these concepts through the use of group workshops that involve case studies and discussions regarding a growing business.

Teaching Methods

In compliance with the objectives, various teaching techniques will be used. These may include lectures, case studies, biographies, research papers, classroom discussions, documentary videos, and the use of the Socratic Method*, and other activities. In order to derive the maximum benefit from weekly lectures students are expected to attend class having read the required material prior to class as detailed in the weekly Class Content above. One of the goals of any course is to encourage the development of free thinking, rational men and women. One of the best methods of education is a directed readings course wherein the professor selects important reading material and then students and the professor converse with one another and

actively participate in the discussion of the important issues contained in the readings. As in all courses, what a student gains from having taken the course will, in large measure, depend on what the student puts into the course.

*In the Socratic Method of teaching, the student is expected to have read assigned materials by the date specified by the professor. On a weekly basis, the professor will use the Socratic Method to orally examine students over the assigned reading material. The student's grade will be affected by the quality of his or her participation to the oral discussions over the reading assignments and any subsequent discussion of the assigned materials.

If absent, students are still accountable for all material, changes and announcements covered in class. It is advisable to make a friend or two in class to find out what was missed in case of absence. Office hours will not be used in order to repeat course material. Every effort will be made to manage the course as stated. However, adjustments may be necessary at the discretion of the professor. If so, such alterations will be announced prior to implementation. Most handouts will be made available on D2L after class. Some selected lecture notes will also be made available on D2L but students are still strongly encouraged to take notes during class lectures.

Class Structure

In person classes will be held during the scheduled class-time. Students are expected to attend during this time. However, some weeks classes may be held on zoom. Prior notice will be provided for the same. Please ensure you are able to access zoom lectures in case some classes are on zoom ([minimum technology requirement for remote learning](#)). Each week, there will be two components to the class. These are:

Content presented by instructor (approximately first half of class):

- Each class will include interactive lecture segments on the business topic outlined in the class schedule. The topic will first be outlined in broad terms, then applied specifically using examples, cases and other resources for greater context.
- The lecture may incorporate several teaching and learning methods, such as presentations, and guest speakers.
- The lecture may also refer to various materials, including readings from academic journals and professional publications, videos and popular media.

- Students are encouraged to ask questions and supply examples to ensure they understand the topic and its importance to business.
- Note that this content builds on the required weekly readings. The content will often be provided in advance of the scheduled class-time, and students may peruse it in advance if they wish.

Group Workshop (approximately second half of class):

- Students will be assigned exercises and given sufficient time to discuss and complete them in groups during the class.
- The class will be divided into groups of six (6) students. Groups will be formed during the first class and will be maintained throughout the course.
- By the end of the time allocated to the exercise, each group must submit their work into the appropriate folder in D2L.

Course Materials

Textbook

Nickels, W. G., McHugh, J. M., & McHugh, S. M., Cossa, R., & Stevens, J. (2022). *Understanding Canadian Business (11th Canadian edition)*, McGraw-Hill.

This textbook will be made available online and as a digital smart book through the **McGraw-Hill Connect** online assignment and assessment platform. Within the assigned readings, the digital smart book will highlight the key topics that you should focus on, and provide links to additional support resources, such as videos. The platform also includes brief assignments to help you gauge your comprehension of the assigned readings.

After you have purchased the smart book resource (there is a slide presentation posted in D2L with instructions on how to do this), you can access the smart book.

Additional Materials

Hess, Edward, *Grow to Greatness: Smart Growth for Entrepreneurial Businesses*. Specific readings are indicated in the class schedule below. And also available through the Toronto Met. U. library at the following link: <https://ebookcentral-proquest-com.ezproxy.lib.ryerson.ca/lib/torontomu/detail.action?docID=871527>

You can either read this book online or download PDF chapters.

Additional readings, including articles, cases or exercises may be posted in D2L and/or the course outline.

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

Course Learning Outcomes

The objective of this course is to create a learning environment that will enable students to:

1. To express ideas (orally and in writing) effectively and accurately including the use of the range of media widely used in business environments;
2. Synthesize, analyse and interpret a range of information using qualitative and quantitative techniques for the purposes of making sound and ethical business decisions;
3. Integrate business functions, practices and related theories in order to address business problems and advance strategic business decisions. Demonstrate effective self-management and perform effectively within heterogeneous teams; and
4. Apply basic accounting and financial concepts and forms of analysis to interpret business situations and decisions.

Upon completion of the course, BSM students will have achieved the following Learning Outcomes:

- **TRSM Goal 1 and Creative Industries LO 4a and 4b - Communication:** be able to express ideas and information effectively and accurately using a range of media commonly used in business environments. Verbally and in written form, communicate within and to creative enterprises, academia, and industry effectively and persuasively.
- **TRSM Goal 2 and Creative Industries LO 8b - Ethical Understanding and Reasoning:** be able to recognize and analyze ethical problems in order to choose and defend appropriate resolutions.
- **TRSM Goal 4 and Creative Industries LO 6 - Group and Individual Dynamics:** Graduates will be able to self manage and perform effectively within heterogeneous teams.
- **Creative Industries LO7 – Apply Skills and Knowledge:** Apply fundamental business and management skills within organizations; integrate an aesthetic sensibility and business acumen to the practical realities of production, promotion, and distribution of commercial or non-commercial cultural products with an understanding of the theoretical and historical underpinnings of one or more creative industry sectors; recognize when more information is required to address the limits of one’s own knowledge, abilities, and analyses and determine appropriate next steps.

Plagiarism Detection

Use of Turnitin for originality detection

Turnitin.com is a plagiarism prevention and detection 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.

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.

In case the exams are held online, you would need access to a computer that has the latest operating system, at a minimum Windows (10, 8, 7) or Mac (OS X 10.10 or higher) and web browser Google Chrome or Mozilla Firefox. You will need to ensure that you can complete the exam using a reliable computer with a webcam and microphone available, as well as a high-speed internet connection. Please note that you will be required to show your TMU OneCard prior to beginning to write the exam. Should a student not have a OneCard, government issued ID can be displayed to the camera, showing only the picture and name (all other information can be covered by the student).

Topics and Course Schedule

<i>Date</i>	<i>Topic</i>	<i>Readings¹</i>	<i>Group Workshop Activities</i>
<i>Week 1: Fri. Sep 06.</i>	Introduction to the Growing Business.	1) Five stages of growth in Business, Scott & Bruce Long Range Planning, 1987, Vol 20, Issue 3 2) Why Entrepreneurs don't Scale. Harvard Business Review, Dec 2002, John Hamm 3) Grow to Greatness book. Ch1. Pgs 5-12 Hess Ed	Challenge - form groups, identify growing companies from those you are familiar with
<i>Week 2: Fri. Sep 13.</i>	Leadership and Governance when engaging in growth	Book: Grow to Greatness. Ch3 and Ch5	Challenge - Identify growth mechanisms that allowed Shopify to become an e-commerce giant from its beginning as surfboard retailer.
<i>Week 3: Fri. Sep 20.</i>	Growth Strategic Planning and	Book: Grow to Greatness. Ch7(pg 155-159) and Leaders Bank Case(Pg 169-173). Textbook: Ch8 - L01, L02, L03, L04. Ch 11 - L01, L02, L03, L04	Challenge - Even ancient Egyptians used cosmetics. By studying a growing company in the Cosmetics industry, appreciate the purpose of strategic planning to set Oddity apart from its many competitors.

<p><i>Week 4: Fri. Sep 27.</i></p>	<p>Growth Marketing (Promotion)</p>	<p>and Textbook: Ch9 - L01, L02, L03, L04. Ch 15 - L05</p>	<p>Challenge - Growing companies often introduce new products, which creates new marketing challenges.</p> <p>Study Doordash's foray into school supplies to analyze the marketing methods.</p>
<p><i>Week 5: Fri. Oct 04.</i></p>	<p>Distribution and Pricing, Breakeven Analysis</p>	<p>Textbook: Ch15 – L01, L02, L03, L04</p>	<p>Challenge - Achieving profitability (i.e. getting to breakeven) involves striking a balance between the product price and attracting customers. By looking at historical numbers for Netflix, when it was in an early growth phase, understand how breakeven analysis predicts this balance.</p>
<p>Week 6: Fri. Oct 11th</p>	<p>MIDTERM TEST – Oct 11th</p>	<p>Weeks 1-5</p>	<p><u>Oct 11: Group Case Analysis, part 1 due</u></p>
<p><i>Oct 18th</i></p>	<p><i>Study Week</i></p>		<p><i>NO Class</i></p>

<p><i>Week 7: Fri. Oct 25.</i></p>	<p>Financing Growth</p>	<p>Textbook: Ch 17 - L01, L02, L03, L04, L05 Ch 16 - L05</p>	<p><i>Challenge - By performing a financial analysis for Netflix when it was rapidly growing, develop insights on the possibilities a firm can entertain for financing ongoing growth.</i></p>
<p><i>Week 8: Fri. Nov 01.</i></p>	<p>Corporate Responsibility, Business Law</p>	<p>Textbook: Online Supplement 1</p>	<p>Challenge - By considering a growing firm with a fairly simple business model (temporary luggage storage) the responsibilities and benefits of various business laws become tangible.</p>
<p><i>Week 9: Fri. Nov 08.</i></p>	<p>Operations</p>	<p>Textbook: Ch10 - L02, L03, L04, L05</p>	<p>Challenge - Zara, the fast fashion leader, want to become more sustainable. What does that mean when it comes to analyzing Zara's operations, from design to customer service?</p>

<p><i>Week 10: Fri. Nov 15.</i></p>	<p>Human Resource Management</p>	<p>Textbook, Ch12 - L01, L02, L03, L04, L05, L06.</p>	<p>Challenge - By taking a close look at Zappos' (online shoe retailer) philosophies and employment policies, the importance of alignment with firm goals may become evident.</p>
<p><i>Week 11: Fri. Nov 22.</i></p>	<p>Information Technology</p>	<p>Textbook: Appendix A</p>	<p>Challenge - Go shopping for technology. In the scenario of a growing company looking to streamline its operations using third party products, what is possible?</p> <p>Group Case Analysis, part 2 due</p>
<p><i>Week 12: Fri. Nov 29.</i></p>	<p>Review</p>		

Final Exam – To be announced - During Exam Period

Evaluation

Assignments and Grading

Assessment Weighting Breakdown

Evaluation Component	Weight
Group Case Analysis, Part 1	15.00%
Group Case Analysis, Part 2	15.00%
In-Class Group Work	10%
Academic Integrity quizzes	2.00%
Midterm Exam	23%
Final Exam	35%
Total:	100%

Group Case Analysis, Parts 1 and 2 (2 X 15%)

This exercise is a project where you as the student are responsible for working with your group of approximately 6 students in analyzing a Case Study of a growing business. This is the same group you work in for the weekly participation exercise. Further details regarding the project and specific requirements of the assessment are found in D2L.

The assignment is done in two parts, each applying concepts from the course to identify the elements of a growing company as discussed in class in a real life setting and is worth a total of 30% of your total grade for the course. The projects are due following week 5 and in week 11 and must be submitted via D2L. Late submissions will be penalized 10% per day. All projects must be submitted to D2L by 11:30 pm. Students experiencing challenges with working in groups should try to resolve these challenges as soon as they arise. The instructor is available for guidance with team challenges but only well in advance of the due date of the assignment (i.e. not a few days before the due date). This is a group project, and the finished work should reflect that. All students will receive the same grade for the assignment except in extenuating circumstances as decided by the instructor. It is also useful to keep notes about group attendance and in case members are missing, make a note of that. Please hand in an individual peer assessment form with your assignment in D2L.

In-Class Group Work (10%)

In person attendance for the entire class is mandatory to earn these participation marks. Being present and attentive during classes is the easiest way to learn. Students are expected to arrive on time for class with the readings for the day completed. You should be ready to discuss the material, including asking any questions you have about the material.

Students will form groups of 6 for the duration of the course and within these groups respond to the challenges given during each class. Participation will be evaluated by short answer submissions made by the student group during the class. It is the student's responsibility to ensure they are part of a group to earn participation marks. Submissions will be due in every class except weeks 6 and 12. All members of the group present at the time the submission sheets are made public will be awarded up to one point per weekly submission, provided a reasonable answer(s) to the question(s) posed are made. The topic of the submissions will be announced in class and be due by the end of the class - submissions to D2L. Group members not present while the assignment is completed will not be awarded grades for that week's

submission. It should be noted that listing a student on the attendance sheet who is not present in person is academic misconduct.

Every effort will be made to return grade on submitted assignments and tests within two weeks of the student's submissions. Late submissions of the group case analysis will receive a penalty of 10% per 24 hours period after the deadline. In class participation assignments are not accepted after the end of class. Any submissions after the end of class will receive a zero grade.

Midterm Exam (23%), Academic Integrity Quiz (2%)

In week 6, on March 2 from 12 noon to 2 pm, a mid-term test will be taken that covers the lecture material from the first 5 weeks. This test is worth 23% of your final grade for the course and will be 2 hours in length. It will consist of multiple-choice questions, and breakeven questions, and cover everything in the course from the first 5 weeks.

Prior to the exam, a set of multiple-choice questions on the topic of academic integrity, as applied to tests and assignments, will be available in D2L. Successful completion of these quizzes will add up to 2% to the students final grade.

Final Exam (35%)

This 3 hour exam will be written during Toronto Met. University's normal final exam period and will comprise multiple choice questions and short answer questions related to ALL of the material covered during the course, including financial ratio analysis, with an emphasis on the second part of the course.

Friday November 15, 2024 is the last date to drop the course

(<https://www.torontomu.ca/calendar/2024-2025/dates/>)

Late work will not be evaluated without my prior permission and in circumstances where Academic Consideration is warranted (see below for further details).

Additional Comments

- Professional communication is expected; poorly written emails or assignments may receive a grade of zero.
- Professional behaviour during class is expected. You are expected to arrive on time for class and attend all classes. **Missing four (4) or more classes during the course, without permission, will result in failure of the course.**
- Students shall not behave in ways that are disruptive to the learning, teaching and work environment. See Policy #61: Student Code of Non-Academic Conduct at <https://www.torontomu.ca/senate/policies/>
- Please also refer to other Senate policies on [the Senate website](#)
- 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.
- There is **zero tolerance policy with respect to the use of mobile phones in the class.** Mobile phones must be put away. Texting or using a mobile phone for any purpose whatsoever during class is considered disruptive.
- Please arrive on time and avoid leaving the class during lectures or discussions. Only after I have formally dismissed the class should you leave.

Academic Integrity

- Plagiarism is a serious academic offense 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 <https://www.torontomu.ca/academicintegrity/> for more detail and to refer to

Policy #60: Student Code of Academic Conduct at
<https://www.torontomu.ca/senate/policies/>.

Standard for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and professors. This includes all email communication with the professor and other students, as well as group chats. **Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment. However, any student who provides a prior draft corrected by TMU Student Writing Support will not be penalized.**
- 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](#)). **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 Writing Support (and/or use Grammarly) if you need it!**

In Person 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 <https://www.torontomu.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/.

<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

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 In-Class Zoom Meetings and Other Virtual Activities

- Students must first log into the D2L course shell using their Ryerson 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).

- Your instructor may record parts of some sessions. You will be notified on Zoom if the session is recorded.
- Mute your microphone until it is your turn to speak.
- When you are speaking, please turn your video on when possible and appropriate.
- Follow professional conduct and be polite.
- Do not share the Zoom link with others.
- Students are not permitted to record any part of a Zoom or other virtual activity session with their professor, whether as part of a lecture or an informal meeting.
- Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

Professionalism

Your participation in the 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 behavior includes, but is not limited to, any of:

- 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.
- 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.

Important 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](#).

Accessibility

Students with disabilities - In order to facilitate the academic success and access of students with disabilities, these students should register with the Access Centre. 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.

- 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. <https://www.torontomu.ca/accommodations/>

- [Learn how to register with AAS](#)
- [Learn more about Academic Accommodation Support](#)

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](#).