TED ROGERS SCHOOL
Entrepreneurship & Strategy

ENT 528
New Venture Development

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.

ENT 528: New Venture Development

Winter, 2023

TRS2003 (unless otherwise indicated on the syllabus), Monday, 8am-11am

Instructor Information

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Consultation Hours:	After class or by appointment Monday 2 - 3 using Google calendar Https://calendar.google.com/calendar/u/0/selfsched?Sstoken=uurzvutkwtk1mwxvfgrlzmf1bhr8nje5otmyymvlmguzyzi0nzblmjk2njhhmdbjnjmzywm Alternate times may also be available

Email Policy

In accordance with the Policy on Ryerson 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. Faculty will not respond to student enquiries from any other e-mail address. Please ensure that you indicate your course number in the subject heading.

Calendar Course Description

Pre-requisites: ENT 526, ENT 601

Anti-requisites: ENT56AB, ENT570, ENT580, ENT726›

Students build on their entrepreneurial opportunities identified in ENT 601 and deepen their entrepreneurial skills to work on a New Venture Opportunity. This experiential course will help students identify potential customers, design value propositions and perform prototype testing in order to develop a potential new venture suitable for their Capstone ENT 78AB course. The new venture may be a new company, social innovation, or intrapreneurship within an existing venture.

Course Details

Course Overview

This course focuses on developing skills in opportunity creation and development. It continues applying the 'double-diamond' process for Design Thinking introduced in ENT601. While ENT601 focused on the 'problem' diamond and used tools to explore customer pains and jobs to be done, ENT528 focuses on the 'solution diamond.' Students will work in teams to prototype and test the solution to a wicked problem they identified in ENT601, by applying tools associated with Design Thinking and Lean/Agile Methodology, including iterative cycles of prototyping and hypothesis testing.

Individually, students will apply these methodologies and practice using effectual logic to develop a new business opportunity in an area where they have specific interests, skills, and/or connections. By the end of semester, they will demonstrate tangible progress in new venture creation and building entrepreneurial self-efficacy.

This is an intensive experiential learning course where **you will be expected to work a significant number of hours (10+ hours per week) outside of class developing your business opportunities**.

Course Objectives

It is intended that this course will help you acquire and practice the key skills and competencies required to be an entrepreneur (or intrapreneur, social entrepreneur). In addition, the assignments in this course will help you to refine and strengthen your skills in managing yourself, people, and projects. The course will help you hone your thinking skills, ability to communicate in written and oral forms, problem solving skills, and personal organization and time management skills. You will flex and build your entrepreneurial muscles. Learning to exceed your current capacity is fundamental to building stronger muscles.

The following five principles should guide you in your approach to the assignments for this course:

1) *Be proactive* (e.g., get out of the building, meet people, discover and create opportunities)
2) *Make something* (e.g., brochures, websites, prototypes, MVPs, documentation)
3) *Build connections* (e.g., add to your team, advisors/coaches, funding, resources, suppliers)
4) *Be professional* (e.g., live up to your commitments, appointments, ensure high standards)
5) *Leverage knowledge* (e.g., use the course concepts, tools, resources from outside the course)

Teaching Methods

This is an experiential learning course using project-based, student-centric learning pedagogies. It's about 'learning by doing'. The emphasis is on getting out of the classroom and building entrepreneurial skills by interacting with stakeholders to test/validate assumptions, access resources, and make connections that will help in the development of new business opportunities. The in-class portion of this course is divided between mini-lectures and studio time where you will be assigned specific tasks required for the completion of the team and/or individual projects, work in groups, and receive peer feedback and faculty coaching. You are expected to proactively read the required textbooks as a minimum, and to go beyond the suggested resources to find additional relevant resources on your own. **Class attendance and active participation is essential; if you do not intend to participate fully, do not take this course.**

Course Materials

Required: Ostwerwalder, A., et al. (2014) "Value Proposition Design: *How to create products and services customers want*," Wiley.

Additional material may also be assigned from a variety of sources as indicated in the course schedule.

Course Learning Outcomes

Upon completion of this course, students will have achieved the following learning outcomes:

- **ENT Goal 1: Opportunity Identification** –Students will practice identifying and analyzing opportunities using a variety of tools and techniques.
- **ENT Goal 2: Resource Acquisition** – Implementing design thinking and the lean start-up method multiple times to validate opportunities and bootstrap to obtain resources.
- **ENT Goal 4: Information Literacy** – Identifying, selecting, storing and processing information from a variety of sources and media; developing successful information

seeking and retrieval strategies; and, presenting and communicating information clearly, logically, concisely and accurately.

- **ENT Goal 5: Adaptability** – Learning from iteration, experimentation, lean methodologies, rapid prototyping of minimum viable products, and dealing with ambiguity and uncertainty, design thinking, customer development, and developing resiliency and grit.
- **TRSM Goal 1: Communication** – Expressing ideas and information effectively and accurately using a range of media commonly used in business environments.
- **TRSM Goal 4:** Group and Individual Dynamics – Effectively self-managing and performing effectively within teams.

Originality Detection

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.

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.

Topics and Course Schedule

Wk	Date/ Rm	Lecture	Objectives	Advance Reading	In-class Activity	Assignment Due
1	Jan 16	Course introduction and review of double diamond DT process	• Understand how human centered design helps solve wicked problems and create new business opportunities • Focus attention on a specific group of users and a problem that YOU will address (Team and indiv)	Read: VPD, p. 82-119 "Know Your Customers' Jobs to be Done": https://hbr.org/2016/09/know-your-customers-jobs-to-be-done	• Random groups work on POV problem and VP statements • Present VP statements	Submit POV problem and VP statements to D2L Discussion Board
2	Jan 23	The Solution Diamond	Understand key actions needed and tools that can help you to ideate, validate, and turn a solution into a business opportunity	Read: VPD, p. 120-139, 178-195	• Finalize Teams • Write Team Charter	
3	Jan 30	The Effectual Entrepreneur	Understand how principles of effectuation guide action and reduce uncertainty when developing a business opportunity	"What makes entrepreneurs entrepreneurial?": https://www.effectuation.org/sites/default/files/documents/what-makes-entrepreneurs-entrepreneurial-sarasvathy.pdf	Group exercise Team work	**Team Design Thinking Solution – Proposal**

4	Feb 6	Prototyping the solution	Learn different approaches to prototyping and how prototypes can be used to get meaningful feedback	Read: VPD, p. 74-81, 178-195 Talking to Humans, p. 11-29 http://bit.ly/2zeh4db	Teams develop prototypes	
5	Feb 13	Refining the Prototype and Hypothesis Testing I Feedback on Proposals	Learn how to surface and test key assumptions about the value proposition	Read: VPD, p. 196-214 Testing with Humans, p. 34-45 http://bit.ly/2Dc7YSB	Teams design experiments and make test cards	**Individual Opportunity Development Interim Report**
6	Feb 20	Reading Week				
7	Feb 27 Zoom	• **Mandatory Team Coaching** • **Feedback on Interim Reports** • **Set-up for Showcase**	Teams sign up for coaching slots during class time to review results of hypothesis testing	Read VPD. p. 214-253 Testing with Humans, p. 59-67 http://bit.ly/2Dc7YSB	In-class work on DT project	
8	Mar 6 Zoom	• Building the Business Model Hypothesis Testing and Learning II	Revisit the BMC to identify and test assumptions most critical to success of the opportunity	Review prior material as needed Read: VPD, P. 142-157 Testing with Humans http://bit.ly/2Dc7YSB	• Teams report results/learning from testing • Teams develop next set of Test cards	
9	Mar 13 SLC	Individual Opportunity Showcase (Group 1)	Students present a Poster explaining their business opportunity, methods used to	Review prior material as needed	Groups rotate through indiv posters to provide feedback	**Reminder:** Prepare poster/write-up to include in Individual Opportunity

#	Date	Topic		Readings		Deliverables
			validate, and key assumptions			Development **Final Report**
10	Mar 20	Expanding Resources and Finding Partners: Hypothesis Testing and Learning III	Learn approaches to making "The Effectual ask", co-creating the opportunity with stakeholders, and bootstrapping	Read VPD. p. 214-253 Testing with Humans http://bit.ly/2Dc7YSB	• Teams report results/learning from testing • Teams develop next set of Test cards	
11	Mar 27 SLC	Individual Opportunity Showcase (Group 2)	Students present a Poster explaining their business opportunity, methods used to validate, and key assumptions	Review prior material as needed	• Students rotate through indiv posters to provide feedback	**Reminder:** Prepare poster/write-up to include in Individual Opportunity Development **Final Report**
12	April 3	Assessing the attractiveness of the opportunity		Read VPD. p. 214-253 Testing with Humans http://bit.ly/2Dc7YSB	• Teams report results/learning from testing • Develop concrete action plans	
13	April 10	DT Team Final Presentations and Course Wrap-up	• Teams present progress on developing their business opportunities and get peer feedback • Course review and preparation for ENT78	Review prior material as needed		• **Team Design Thinking solution – Final Report** • **Individual Peer Assessment**
	April 15	**Due after classes finish**				**Individual Opportunity Development Final Report**

Evaluation

This course requires you to demonstrate understanding of the Double-Diamond Design Thinking approach to opportunity development.

Participation (5%)

This is an experiential course that requires active participation in weekly class sessions. Students are expected to gain understanding of foundational material through advance preparation, attend and engage in lectures to explore concepts and methods more deeply, and use class time to work with their peers to apply the material and to plan and consolidate research conducted outside of class. Participation will be assessed on a weekly basis.

Team based Assignments

Teams of 6 students will develop a business opportunity that builds on their previous work in ENT601 and solves a well-defined problem for a specific customer group. Team formation will be based on interest in the student generated problem statements presented in class.

1. *Design Thinking Solution – Proposal (10%)*

The proposal includes, but is not limited to the following elements:
- provide and explain a clear point of view statement about the specific problem/job to be done facing a particular customer group that the team wants to help (based on your own primary research).
- provide and explain your value proposition statement and include a visualization of the proposed solution and why it is superior to alternatives for getting the job done
- provide and explain your preliminary Business Model Canvas (BMC)/Lean canvas.
- identify the resources available to the team, the resource gaps that need to be addressed, and why this is opportunity is a good fit for your team to pursue.
- provide a Team Charter that defines the Team's goals, establishes a meeting schedule and norms of behavior, details the consequences for not meeting deadlines or other expectations, identifies a Team leader (or co-leaders), establishes a preliminary workplan and assigns preliminary roles and responsibilities for completion of the project as described below.

2. *Design Thinking Solution – Final Report (20%)*

Whereas the proposal assignment sets out what you want to do and why, the final report is about execution. It responds to feedback received on the proposal and provides clear evidence of the concrete actions taken by the team to develop the business opportunity by working through the 'solution diamond'. This includes, but is not limited to the following elements:

- producing physical prototypes.
- interacting with multiple objective stakeholder groups to get feedback.
- refining the prototype based on feedback.
- identifying and testing key assumptions in the BMC through multiple cycles of hypothesis testing.
- applying principles of Effectuation and relevant tools of Design Thinking and Lean/Agile methodology to develop the business opportunity.
- explaining how the opportunity changed as a result of the above.
- assessing the feasibility of the business opportunity and most critical next steps needed to move forward.
- providing supporting documentation of your efforts.
- include a timeline of your activities over the twelve weeks of the course that clearly demonstrates actions that each team member has taken to contribute to the project.

Individual Assignments

The individual assignments require students to develop a new business opportunity that leverages their interests, resources, connections and knowledge of entrepreneurial methods. An "opportunity" includes both a problem and solution. A "viable" opportunity is something *you* are capable of exploiting based on your current personal resources, capabilities, connections, and on your ability to acquire or build these by establishing relationships in your ecosystem.

1. *Opportunity Development – Interim Report (20%)*

- Identify a specific problem/job to be done that you really care about, describe the specific users who are affected by the problem, and the current product/services they use to address it (don't say that there aren't any – people use workarounds and they make due with suboptimal solutions!).
- Demonstrate your understanding of the problem by talking to real people about their experiences. Learn about their pains, the challenges they face in getting the job done, their needs and wants, etc. NOTE: you cannot do this assignment based on your intuition or opinion– you have to validate the problem by getting outside your comfort zone and engaging with *objective* stakeholders (not immediate family and friends). Document your actions with interview notes, secondary research, and other artifacts (e.g., pictures, screenshots) as appropriate.

- Use tools that synthesize your primary research into a clear explanation of the potential customer (e.g., Empathy Map, Customer Profile Canvas, Customer Journey Maps, POV/HMWH tool). These tools are based on interactions with real people. You cannot make it up.
- Brainstorm at least three possible solutions to the problem and choose the solution that has the greatest potential to be a real business opportunity for you. *Make sure that the solution doesn't already exist (or how yours is different/better)*. Provide a simple visualization of the proposed solution.
- Explain how this opportunity aligns with your 'Bird in the hand' and 'affordable loss'.
- Describe how you currently have, or may acquire through your connections, the resources you will need to exploit this opportunity.

2. *Opportunity Development – Final Report (40%)*

The Final Report explains your journey developing an entrepreneurial opportunity using the tools and methods learned in this course. It documents the specific actions you have taken and the outcomes you have achieved. It should clearly explain the opportunity that you have selected since the Interim report and address the following issues:

- demonstrate substantial progress in prototyping, testing with users, and iterating on an actual solution to the problem you identified in your first assignment (or the 'pivoted' solution that you have chosen to develop instead). Include a timeline of your activities over the twelve weeks of the course.
- document the tools you used (e.g., customer journey maps, personas, hypothesis tests, etc.), the insights you gained.
- include the poster you presented at the **Opportunity Showcase session** (March 13 or March 27) and explain if/how feedback received affected your approach in moving forward.
- explain whether or not this is a viable business opportunity and the next steps needed to move the venture forward – identify specific priorities and concrete actions
- reflect on your experience by (a) discussing the extent to which you have demonstrated effectual entrepreneurship during the process of developing your new business opportunity and (b) explaining three (or more) key lessons you have learned about how to approach the identification and development of new business opportunities and how you came to this understanding through experiential learning.

3. *Individual Peer Assessment for the Design Thinking project (5%)*

It is important that you understand your personal strengths and weaknesses as well as those of your team members and your team's processes. If you accept sub-par or average

performance, then you and your ventures will never achieve high performance. If you cannot adequately articulate how to improve, then improvement will be impossible. Upon completion of the Team-based Design thinking project, each student will prepare peer assessment which will be used in assigning individual grades for the project.

This report is to be completely individually. Collaboration among team members is strictly prohibited. The report should include an analysis of each team member's strengths and weaknesses, how you functioned together as a team (what went well, what went wrong and why), what *you personally* did to make things better, and what the team could have done differently to achieve higher performance. Since entrepreneurship is a philosophy of personal empowerment, you should focus on what *you* can control and do differently yourself, more than any discussion of what others can do to improve.

In addition, you must fairly and realistically rate each person's contribution (including your own). This rating will be used to adjust each individual's grades in Final DT Report, as described above. So be very clear about how you think each person's grade should be adjusted. Use the following table as a guide (you can also add criteria that you feel are appropriate) to help you consider the different ways in which your group members have helped with the team project. You must give each person a numerical score (0-100) for each metric:

METRIC	Name 1	Name 2	Name 3	…		
Trustworthy and reliable (does what they say they will do)						
Pro-actively contributes						
Delivers high quality work						
Comes to all meetings well prepared						
Average score						
% of Group Grade Earned (0-100%)						

In the final shaded row, you must assign a numerical score (from 0-100%) for each group member. This rating will be used to adjust each individual's grade on the DT reports. A score of 100% means you believe this person's individual grade should the same as the group grade. For example, a score of 80% would mean that person should only get 80% of the group grade (e.g., a 70% group grade would translate to an individual grade of 56%, and a group grade of 80% would become an individual grade of 64%). **If you are recommending that any individual receive less than 50% of the group grade you must include additional supporting**

information – in particular, you should have evidence that you provided that person with fair notice of the problem(s) and an opportunity to improve – just like in the real world.

Assignments must be submitted through Dropbox on D2L. Grades will be returned within two weeks of submission accompanied by feedback using a grading rubric. The rubric will be posted on D2L in advance of the assignment.

Late submissions

The assignment Due Dates are identified in the course outline and as advised in D2L. Late work may not be accepted at all (assigned a grade of zero). If you are unable to submit on the due date, arrange for an *early* submission. Any absence from class does not excuse you from assignment deadlines.

Assessment Weighting Breakdown

Evaluation Component	Weight
Participation	5%
Team-based Assignments	
#1 Design Thinking Solution – Proposal (Jan 30)	10%
#2 Design Thinking Solution – Final Report (April 10)	20%
Individual Assignments	
#1 Individual Opportunity Development – Interim Report (Feb 13)	20%
#2 Individual Opportunity Development – Final Report (April 15)	40%
#3 Individual Peer Assessment for the Design Thinking project (April 10)	5%
Total	100%

Additional Comments

- All team and individual assignments should be written in report format with a Table of contents, page numbers, headings/subheadings, clear narrative explaining the key elements of report and specifically referencing the supporting attachments included in

the Appendices. Students are expected to proof read their work and use Grammarly prior to submission.

- 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.
- 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.

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.
- For any side conversations please use the Chat feature. Don't assume that the professor is able to track these conversations so be prepared to raise your hand using the correct button within Zoom.
- If you need to gain the attention of the professor beyond raising your hand, please unmute your microphone and say "Question Please".
- Do not annotate others unless requested to do so.
- Follow professional conduct and be polite.
- Do not share the Zoom link with others.
- 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.

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 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!***

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 at https://library.ryerson.ca/ask/ 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 radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

    Please note that the Provost/ Vice President Academic and Dean's approved a COVID-19 statement for Fall 2022 related to academic consideration. This statement will be built into the Online Academic Consideration System and will also be on the Senate website (www.ryerson.ca/senate) in time for the Fall term:

    Policy 167: Academic Consideration for Fall 2022 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are required to provide a health certificate. All absences must follow Senate Policy 167: Academic Consideration.

    Also NOTE: Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. If the absence is more than 3 days in duration and/or is for a final exam/final assessment, documentation is required. For more information please see Senate Policy 167: Academic Consideration.

- TMU COVID-19 Information and Updates for Students summarizes the variety of resources available to students during the pandemic.
- TMU COVID-19 Vaccination Policy
- 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

We are committed to making this course accessible to students with disabilities. If you discover an accessibility barrier with any course materials or technologies, please make an appointment with the instructor(s) to discuss how the barrier can be addressed.

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.
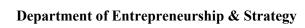
Wellbeing Support

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@ryerson.ca

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