

TED ROGERS SCHOOL

Entrepreneurship & Strategy

BSM200

Growing the Bus: 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.



BSM200 - 011

Growing the Business: Breaking Even

Fall '25

Thurs 3 - 6 pm, KHS335

Instructor Information

- **Instructor Name:** Ann Dulhanty
- **Office Location:** TRSM 3 -039
- **Office Hours:** by request for in person or Zoom meeting (send email adulhant@torontomu.ca to set a time),
- **Phone:** please use email
- **Email Address:** adulhant@torontomu.ca

Email Policy

Note: In accordance with the Policy on TMU Student E-mail Accounts ([Policy 157](#)), Toronto Metropolitan University (TMU) requires that any electronic communication by students to TMU faculty or staff be sent from their official university email account. Emails can be sent at any time. You should expect a response within about 24 hours on weekdays.

Course Description

This course focuses on the firm as it progresses beyond its startup 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.

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.

Course Materials

Required:

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

This textbook will be available online and as a digital smart book through the **McGraw-Hill Connect** online assignment and assessment platform. Within the assigned readings indicated below, 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.

If you previously purchased access to the book (as you would for BSM100) there is no addition change. If you don't already have access to this resource, you must purchase access through the Toronto Met. U. bookstore. This costs \$93.95 at the TMU textbook store.

If you previously purchased access, this link <https://connect.mheducation.com/class/d-ann-fall-2025> will allow you to read the assigned chapters listed below.

Other readings for the course can be found in D2L under Resources>Library e-Reserves. This will lead you to the textbook:

Hess, Edward, *Grow to Greatness: Smart Growth for Entrepreneurial Businesses*. Specific readings are indicated in the class schedule below. And are available through the Toronto Met. U. library via the Library eReserves tab in D2L under the eResource tab.

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

COURSE OBJECTIVES: Upon completion of the course, students will be able to:

To express ideas (orally and in writing) effectively and accurately including the use of the range of media widely used in business environments. Students should also actively engage in time management, goal-setting, self-directed life-long learning, habit formation, managing ambiguity and uncertainty and engage in self-reflection.

1. Synthesize, analyze and interpret a range of information using qualitative and quantitative techniques for the purposes of making sound and ethical business decisions.
2. 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.
3. Apply basic accounting and financial concepts and forms of analysis to interpret business situations and decisions.

BSM students will have achieved the following Goals and Learning Outcomes (LO):

1. 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. Reinforce
2. 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. Reinforce
3. 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. Reinforce
4. 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.

Originality Plagiarism Detection

Turnitin

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.

The Use of Artificial Intelligence (AI) Tools:

We welcome the use of AI tools, including Generative AI (GAI) in this course to enhance student learning and outcomes. It is crucial, however, that all applications of AI conform to Toronto Metropolitan University's policies on academic integrity and ethical use.

Using AI-generated content in graded assignments: Students are **NOT** permitted to use AI tools, including AI-generated content, to assist in the development of the group case assignments in any way.

Use AI to enhance learning, not to avoid it. AI can be a valuable tool to enhance student creativity and deepen their understanding of entrepreneurial tools, concepts, and principles. Students are encouraged to use AI tools to gather information, brainstorm, generate feedback, create custom graphics, charts, and animations, summarize publications, develop user personas and user experience scenarios, simulate user interactions, assist in the documentation or formatting of references, translate documents, or correct grammar.

Critical Evaluation of AI Output: It is the responsibility of students to critically evaluate all outputs derived from AI tools for accuracy, bias, and adherence to ethical guidelines. Students must assess the reliability and validity of AI-generated content, ensuring it aligns with course objectives and scholarly standards.

Attribution of AI-Generated Content: Students are required to ensure proper attribution of any content generated, in whole or in part, using AI tools in their work. Any use of GAI tools for

graded assignments must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

If you submit work that doesn't reasonably reflect your knowledge of the material and/or the skills being assessed, that work will be considered to be in breach of [Policy 60: Academic Integrity](#). Falsified citations or misrepresentation of source material will also be considered a breach of Policy 60.

When referencing AI-generated content in your work, it's important to follow referencing guidelines for citing electronic sources. If using GPTs, including ChatGPT, to generate content for a graded assignment, students may cite the generated content using the following guide.

If “Chat history & training” is turned on, students must include a “[Share link to Chat](#)” in their references. When sharing a link, it is recommended that students archive shared chat, to ensure that it isn't accidentally deleted.

If “Chat history & training” is turned off, students must submit, as an appendix with their assignments, any content produced by an AI tool, and the prompt used to generate the content. This can be done by clicking the clipboard icon at the end of each response and pasting it into a word document *before a new chat is created*.

APA Style Citation Example

In-text citation: (ChatGPT, 2022)

Reference list entry: OpenAI (version 4.0). Prompt: “How should I cite text generated by OpenAI?” Generated at <https://beta.openai.com/playground> on December 6, 2022.

If students are unclear about the use of AI tools or applications for coursework, please speak with the instructor. Additional information can be found on D2L and [TMU's Academic Integrity Office - Artificial Intelligence FAQs](#) <https://www.torontomu.ca/academicintegrity/ai/> . The TMU library has guidelines on how to cite such sources, [here: https://learn.library.torontomu.ca/citationhelp/citing-ai](https://learn.library.torontomu.ca/citationhelp/citing-ai).

Topics and Course Schedule

For each week's class, there are materials you should read or review prior to coming to class. These are listed with each week, and can be found in one of the following places:

Text: Nickels. Understanding Business on Connect site at McGraw Hill.

Online: links provided in this course outline or available through the library in D2L under Resources>Library eReserves.

Week 1 - Introduction to Course & Growing a Business Sept. 4

Should all businesses grow? What does it mean to grow a business?

Reading: pg. 5-12 in Hess. *Grow to Greatness: Smart Growth for Entrepreneurial Businesses*
[this reading can be accessed through Library eReserves in D2L](#)

Five stages of growth in Business, Scott & Bruce, Long Range Planning, 1987, Vol. 20, Issue 3

https://journals-scholarsportal-info.ezproxy.lib.ryerson.ca/details/00246301/v20i0003/45_fsogisb.xml

Why Entrepreneurs don't Scale. Harvard Business Review, Dec 2002, John Hamm

<https://hbr.org/2002/12/why-entrepreneurs-dont-scale> or search in the Library <https://library.torontomu.ca/>

Challenge - form groups, identify growing companies from those you are familiar with

Week 2 - Leadership, Management and Governance Sept 11

The strategic planning process encompasses goals, plans, processes, and implementation.

Reading: Chapters 3 and 5 in Hess, Edward, *Grow to Greatness: Smart Growth for Entrepreneurial Businesses* [this reading can be accessed through Library eReserves in D2L](#)

Challenge - Identify growth mechanisms that allowed Shopify to become an e-commerce giant from its beginning as surfboard retailer.

Week 3 - Growth and Strategic Planning Sept 18

Strategy may be articulated in simple statements but achieving these long term goals is complex and challenging. Organization, decision-making and responsibility must be integrated in the senior management team.

Reading - Chapter 7, pg. 155- 159 and Leaders Bank case, pg. 169 - 173 in Hess. *Grow to Greatness: Smart Growth for Entrepreneurial Businesses*

Nickels. Understanding Business (Connect) 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 it apart from its many competitors.

Week 4 - Growth and Marketing (Promotion) Sept 25

In addition to a plan and the right people to execute the plan, an organization must be structured to achieve growth goals. Growth includes informing, influencing and delivering products to more customers, as well as retaining existing customers.

Reading - Nickels. Understanding Business (Connect) Ch9, L01, L02 , L03, L04. Ch 15, L05

Challenge - Growing companies often introduce new products, which creates new marketing challenges. Study how a growing company introduces new products.

Week 5 - Distribution and Pricing, Breakeven analysis Oct 2

While promotion is directly targeted to customers, distribution and pricing have significant operational implications for the growing company.

Reading - Nickels. Understanding Business (Connect) Ch15, L01, L02 , L03, L04.

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.

Week 6 - **MIDTERM TEST - October 9, regular class time**

Study Week Oct. 13 -17

Group Case Analysis, part 1 due Monday after study week, Oct 20 11:30 pm

Week 7 -

Financing Growth

Oct 23

Money may be the first thing that comes to many minds when considering growth. Fully evaluating financial needs requires a thorough understanding of business operations and growth plans. Analysis of financial performance becomes critical.

Reading - Nickels. Understanding Business (Connect) Ch 17, L01, LO2, L03, LO4, LO5 & Ch 16, L05

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.

Week 8 -

Corporate Responsibility, Business Law

Oct 30

A growing firm will enter into increasingly complex legal agreements and contracts, as well as operate in broader, and perhaps less familiar territory. The business' responsibility extends from obeying the law to upholding all stakeholders rights.

Reading - Nickels. Understanding Business (Connect) Online Supplement 1

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.

Week 9 -

Operations

Nov. 6

Operations management, or how each aspect of the business is executed, could be viewed as the least glamorous of business operations, but can make the difference between a successful firm and one that fails.

Reading - Nickels. Understanding Business (Connect) Ch10, L02, L03 LO4, L05

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?

Week 10 -

Human Resource Management

Nov. 13

The people in a firm are critical to success. As the firm grows and employee numbers increase, challenges in recruiting, retaining, motivating, and treating employees fairly increase.

Reading - Nickels. Understanding Business (Connect) Ch12, L01, L02, L03, L04, L05, L06 .

Challenge - By taking a close look at Rise Air's (airline in northern Canada) philosophies and employment policies, the importance of alignment with firm goals may become evident.

Week 11 - Information Technology Nov. 20

The current availability of technology with ever-evolving capabilities provides opportunities for firms, and their competitors, to optimize every aspect of the business.

Reading - Nickels. Understanding Business (Connect) Appendix A

Challenge -Find examples of how AI is being used to provide efficiency, effectiveness and competitive advantage in various aspects of the business.

Group Case Analysis, part 2 due, Nov. 24, 2025, 11:30 pm

Week 12 Review for Exam Nov. 27

Final Exam - During Exam Period Dec 3 - 14, 2025.

Evaluation

The assessment strategy is designed to measure individually, and collectively, the ability to apply business growth theory, tools and techniques in a real world situation and to demonstrate an understanding of how a business manages the growth stage to its eventual maturity.

Method	Weight	Due Date
Group Case Analysis, Part 1	15%	11:30 pm, Oct 20, 2025(ie. day after study week)
Academic Integrity quizzes	2%	2:30 pm, Oct. 9, 2025 (Quiz will autoclose at 2:30pm)
Midterm Exam	23%	Week 6 - Oct. 9, 2025 3:15 - 5:15 pm
Group Case Analysis, Part 2	15%	11:30 pm, week 11 - Nov. 24, 2025
Final Exam	35%	Toronto Met. University Exam Period
Weekly Participation	10%	10 submissions during weekly classes
TOTAL	100%	

GROUP CASE ANALYSIS, Parts 1 and 2 (2 x 15%)

For this assignment, 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 are due in D2L by 11:30 pm on the due date. 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.

MIDTERM EXAM (23%), Academic Integrity Quiz (2%)

In week 6, on Oct. 9, from 3:15 to 5:15 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 (date and time to be determined) 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.

PARTICIPATION (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. Students who attend part of a class will only be eligible for part of the participation mark (e.g. attending half the class results in half the mark). The topic of the submissions will be announced in class and be due by the end of the class - submissions to be made as indicated by the instructor. 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 grades 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.

Additional Comments

- Professional communication is strictly enforced; poorly written emails or assignments may be discarded and/or 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. You are responsible for obtaining and keeping a copy of the Turnitin receipt you receive for submitting to D2L. This may be necessary to address any discrepancies in submissions.
- It is your responsibility to clarify any ambiguities that you may find in the course materials or syllabus; when in doubt, ask.

- Assignments are due on the dates and at the times specified; 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.

University Policies

Students are reminded that they 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 TMU 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.

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 always require documentation. Students must notify their faculty/contract lecturer once a request for academic consideration is submitted. See Senate [Policy 167: Academic Consideration](#).

Longer absences are not addressed through Policy 167 and should be discussed with your Chair/Director/Program to be advised on next steps.

- [FAQs Academic Considerations and Appeals](#)
- Information on Copyright for [Faculty/Contract Lecturers](#) and [students](#).
- Information on Academic Integrity for [Faculty/Contract Lecturers](#) and [students](#).
- 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

Any student that discovers an accessibility barrier with any of the course materials or technologies should contact the instructor via email, with a description of the barrier and, if possible, how they would like to see the barrier removed or resolved.

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](#)
- [Learn about Policy 159: Academic Accommodation of Students with Disabilities](#)

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