



**Ted Rogers  
School of  
Management**

**Department of Entrepreneurship & Strategy**

## **ENT 526 - 701E: Entrepreneurial Behaviour & Strategy**

**Fall 2025**

*Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures.*

*We ignite students' passions and empower them to achieve extraordinary goals. Canada's preeminent 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.*

<b>Instructor:</b>	Dr. Ann Dulhanty
<b>Email:</b>	adulhant@torontomu.ca
<b>Office Hours:</b>	by email request, via Zoom or in person
<b>Class Location and Time</b>	Wed. 6-9pm, via Zoom

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## **Course Description**

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This foundation course is designed to stimulate the student's interest in entrepreneurship, thereby cultivating the entrepreneurial spirit. By means of case studies, articles, videos and presentations, students will have the opportunity to learn about many prominent entrepreneurs who have demonstrated commitment, passion, risk-taking, strategic thinking and implementation, and the ability to develop core competencies as they create and grow their successful enterprises. Various topics in entrepreneurship will be introduced as a result.

## **Course Details**

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### **Course Overview**

How do entrepreneurs behave? Can we learn anything from their behaviour with respect to leadership, management, strategic thinking, ethics, opportunity identification, and dealing with failure and adversity? Do they have anything in common? This course, primarily by means of a wide selection of case studies and biographical videos, will try to find out what appears to make an entrepreneur successful.

### **Teaching Methods**

This course will have a weekly virtual class meeting, during the times listed above. Course content is delivered synchronously and all students are expected to attend and participate throughout all classes. The exact format each week may differ slightly but will consist of review of course content (which may include presentations from the instructor, with additional material to elaborate on the concepts) and group activities and exercises to enhance comprehension and application of the concepts. The exercises presented assume students have read the listed readings prior to the scheduled class-time.

The course is designed to make the weekly three hour class an efficient learning experience. Students who are prepared (done the preparatory reading) and actively engaged in the discussion and exercises will benefit.

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 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. Some selected lecture notes will be made available on D2L, but students are still encouraged to take notes.

### **Class Format:**

- Each week begins with a review of the previous week's content and discussion of

previous week's exercises.

- The current week's material will be discussed, with an associated exercise.
- Students will do a weekly group exercise.
- Students will submit their work on selected exercises (as indicated during the class) each week for the participation assessment.
- There will be a break (about 10 minutes) halfway through the class for refreshment.

## Course Materials

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### Required:

*Wise, Zacharakis, Corbett, and Bygrave (2025). Entrepreneurship (2nd Cdn. edition). John Wiley & Sons.*

*Ebook Starting at CAD \$28.00 Print Starting at CAD \$98.95*

From time to time, the instructor may share additional material available to students including informal notes, slide decks 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.

Supplemental sources - for interest and in-depth reading:

- eCORNER: Stanford University Entrepreneurship Corner (<http://ecorner.stanford.edu/>)
- The Naked Entrepreneur Show (<https://www.youtube.com/@NakedEntrepreneurTV>)

## Course Learning Outcomes

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1. To develop an appreciation of the merits of entrepreneurship.
2. To understand the entrepreneur's challenges and competitive realities.
3. To develop an awareness of Canadian entrepreneurship.

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

**ENT Goal 1: *Opportunity Identification*:** Students will learn to become proactive and alert to information and technology trends affecting the global economy. You will have a self-directed

life-long learning process for developing ‘T’ shaped skill profiles with depth and expertise in a domain as well as broad skills for identifying future trends. You will practice identifying and analyzing opportunities using a variety of tools and techniques.

**ENT Goal 2: *Communication*:** Students will be able to express ideas and information effectively and accurately using a range of media commonly used in business environments.

**ENT Goal 3: *Group and Individual Dynamics*:** Students will be able to effectively self-manage and perform effectively within heterogeneous teams.

**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, minimum viable products, dealing with ambiguity and uncertainty, design thinking, customer development, resiliency, and grit.

**ENT Goal 6: *Self-management*:** Time management, goal setting, self-directed life-long learning, habit formation, and self-reflection.

## Topics and Course Schedule

For each week's class, there are materials you should read or view prior to class-time. Most weeks this includes both sections of the textbook *Wise, Zacharakis, Corbett, and Bygrave (2025). Entrepreneurship (2nd Cdn. edition). John Wiley & Sons* and articles posted online.

During the class time, there will be additional content available which may include slides, videos, articles and live discussion.

The preparatory reading and in-class content for each week are found in the content section of our online course shell. **The following is subject to change without notice at the discretion of the instructor.**

Week	Topic	Readings
Week 1 - Sept. 3	<p><u>Introduction to Course</u></p> <p><i>Who is an Entrepreneur and Why is that Important?</i></p> <p>This class will provide an overview of entrepreneurial characteristics, small and startup businesses, and profile some prominent entrepreneurs.</p>	<ul style="list-style-type: none"> <li>• Course text: Chapter 1 and Chapter 2 to pg. 70</li> <li>• Course outline</li> <li>• Frank O’Dea, The Second Cup <a href="#">The Naked Entrepreneur: Frank O'Dea founder of the Second Cup</a></li> </ul>

<p>Week 2 - Sept. 10</p>	<p><u>Finding and Evaluating Opportunities</u></p> <p><i>How to find and recognize good business ideas.</i></p> <p>There is one simple thing required to conceive a good business opportunity: fulfilling a need. But needs are hard to identify, so a number of models and resources for identifying and understanding needs will be presented.</p>	<ul style="list-style-type: none"> <li>• Course text: Chapter 2 &amp; 3</li> <li>• Week 3 resources in D2L</li> <li>• John Sleeman, Sleeman Beer <a href="#">John Sleeman - Naked Entrepreneur Show</a></li> </ul>
<p>Week 3 - Sept. 17</p>	<p><u>Key Strategies in 21st Century Entrepreneurship</u></p> <p><i>How do you actually start building a business?</i></p> <p>Using a historical perspective to understand the benefits of new methods, this class will consider modern approaches to accelerating the process of turning the business concept into a business. There is a focus on identifying potential customers, and working with them to identify product concepts.</p>	<ul style="list-style-type: none"> <li>• Course text: History and Learnings from the Startup Revolution p. 15-25, The Lean Startup, p. 306 - 314 &amp; Lean Canvas, p. 150</li> <li>• (Chapter 5 recommended as supplementary reading)</li> <li>• <a href="#">Lean Canvas Creator Ash Maurya on Running Lean Third Edition at Lean Product Meetup</a></li> </ul>
<p>Week 4 - Sept 24</p>	<p><u>Understanding the Business Model</u></p> <p><i>How to put the pieces together for the business opportunity</i></p> <p>Once an opportunity has been recognized, a number of other factors need to be identified to turn it into a business concept. This class will examine the latest models for generating a full business concept from an identified opportunity.</p>	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• week 4 resources in D2L</li> </ul>

Week 5 - Oct. 1	<p><u>Pitches, Executive Summaries, Business Plans &amp; Investor Decks</u></p> <p><i>Convincing an audience of the greatness of your business idea.</i></p> <p>There are many times in an entrepreneur's life when they have the opportunity to present their business to potential stakeholders - investors, prospective customers, partners or employees. In this class, we'll cover a few more aspects important to add to the business model for a business plan, then the various forms and formats communications take, with an emphasis on the message, because that is always the central point.</p>	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Chapter 11, pg. 457-464</li> <li>• week 5 resources in D2L</li> </ul>
Week 6 - Oct. 8	<p><b>Midterm exam</b></p> <p><b>In-person, at TRSM, ~6:15 to 8:15 pm</b></p>	
Oct. 15	<p><b>Reading Week - no class</b></p>	
Week 7 - Oct. 22	<p><u>Funding your Venture: Sources of Capital, Valuation</u></p> <p><i>Where and how to get money to start the business?</i></p> <p>It isn't all about the money, but almost every business will need capital to start its operations. In this class, we'll examine a broad spectrum of sources that support the growth of a startup, and the specific requirements that a business must meet to obtain funds from each different source.</p>	<ul style="list-style-type: none"> <li>• Chapter 10, 381-393</li> <li>• Chapter 11, 449-457</li> <li>• W. Brett Wilson, Dragon from Dragons' Den <a href="#">Brett Wilson - Former Dragon from Dragon's Den</a></li> </ul>

<p>Week 8 - Oct. 29</p>	<p><u>Funding: Sophisticated Investors &amp; Founders and Founding Team</u></p> <p><i>Who are the right people to start the business?</i></p> <p>In the early stages of a business, founders may add co-founders, employees, and advisors to the team. Angel and VC investors may fulfill some of these roles. In this crucial phase of company development, best practices as well as personal goals can be considered.</p>	<ul style="list-style-type: none"> <li>• Chapter 10, 393-418</li> <li>• Chapter 7</li> </ul>
<p>Week 9 - Nov. 5</p>	<p><u>Social Entrepreneurship &amp; Ethics</u></p> <p><i>What does it mean to do good while doing well?</i></p> <p>Creating a socially responsible business is the goal of many entrepreneurs. Two main topics that relate to creating and running a socially responsible business will be discussed in this class: what are socially responsible business practices that all businesses can implement and what is a social enterprise? In addition, we will consider the unique ethical challenges faced by entrepreneurs.</p>	<ul style="list-style-type: none"> <li>• Chapter 15</li> <li>• Tareq Hadhad, Peace by Chocolate <a href="#">The Naked Entrepreneur: Tareq Hadhad, founder Peace by Chocolate</a></li> <li>• Bruce Poon Tip, G Adventures <a href="#">Bruce Poon Tip   Naked Entrepreneur</a></li> </ul>
<p>Week 10 - Nov. 12</p>	<p><u>Indigenous Entrepreneurship</u></p> <p><i>From an Indigenous Perspective: A deeper understanding of Entrepreneurship</i></p> <p>Indigenous entrepreneurs have innovated to meet unmet needs for millennia. By studying current entrepreneurial ventures of Indigenous entrepreneurs, and appreciating the role of culture in their ventures, much can be learned about entrepreneurship.</p>	<ul style="list-style-type: none"> <li>• Chapter 16</li> <li>• Angela DeMontigny, Young Native Fashion Inc. <a href="#">The Naked Entrepreneur with Angela DeMontigny, fashion designer</a></li> </ul>

Week 11 - Nov. 19	<p style="text-align: center;"><u>Managing for Growth</u></p> <p style="text-align: center;"><i>Standing out from the Competition.</i></p> <p>If you are just starting a business, it may not seem like the time to be planning for how to make the business a success in 5 to 10 years.</p> <p>Business is an ongoing competitive endeavour, even though good business concepts strive to serve needs in a better way than currently available, and therefore by definition, non-competitive. In this class, models for long term success, as well as the Blue Ocean model, a premier approach to business innovation, are studied.</p>	<ul style="list-style-type: none"> <li>• Chapter 14</li> <li>• Mike Katchen, Wealthsimple <a href="#">The Naked Entrepreneur: Mike Katchen from Wealthsimple</a></li> </ul>
Week 12 - Nov 26	Course review	

The final exam will be conducted during the University's final exam period. **The final exam must be completed in person. Check the final exam schedule one month prior to final exams for details.**

## Evaluation

### Assessment Weighting Breakdown

Method	Weight	Contributor	Due Dates
Weekly exercises	20%	Group	Weekly
Midterm exam	30%	Individual	Week 6
Final Exam	50%	Individual	Exam Period
TOTAL	100%		

## Attendance

Due to the socratic and experiential pedagogy applied, **success in the course requires class attendance.** Missing multiple classes will lead to failure. Do not contact your professor to explain your absence or ask permission to miss a class. Simply do the work and hand in the



exercises by the deadline - end (9pm) of scheduled class. If you are not able to attend all classes on time, for any reason, it is recommended that you take this course with another instructor whose pedagogy better suits your learning style.

### **Weekly class exercises (20%)**

Students will be assigned to different small groups each week and within these groups discuss concepts presented throughout the class and their application to an in class group exercise, each worth 2% of the final grade. Students are expected to complete the exercises with their group and create one document as a collaborative effort that is submitted to D2L with the names of each student who contributed. It is the student's responsibility to ensure they are part of a group (i.e. let the instructor know if you have any difficulties joining a group).

To be allocated to a group for the participation submission, students must attend class - in the virtual environment this means log into Zoom with your TMU account - the instructor must be able to see your name as an attendee of the Zoom call for you to earn participation marks. This will be recorded at random intervals throughout the class. If you are not there when the attendance is noted, you cannot be part of a group submission for that class. The exercises for weekly submission are announced in class and will be submitted online by the end of class. If you miss class, you miss the opportunity to learn, you miss the opportunity to participate, you miss the opportunity to contribute, and therefore you miss the 2% for that week. **Students who miss class still may submit the exercise (individually) before the end-of-class deadline.**

### **Midterm Exam (30%)**

Students will be required to apply as many concepts from the course as possible during this 2-hour exam. The midterm will consist of multiple choice questions that demonstrate comprehension of all topics from the lectures and readings in Weeks 1 to 5 inclusive. The midterm will be closed book.

### **Final Exam (50%)**

The 3-hour final exam will test the ability of the student to synthesize all course material since Week 1. This test will consist of short answer questions, based on all material in the course. The final exam will be 3 hours and closed book.

**NOTE: Both the mditerm and final exam must be written in person at TMU.**

### **Additional Comments**

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- Professional communication is expected; poorly written emails or assignments may not be read effectively.
- 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 verify that assignments and tests have been submitted in the correct format online. PDF and Word formats are acceptable.
- It is your responsibility to clarify any ambiguities that you may find in the course materials or syllabus; when in doubt, ask.
- The instructor reserves the right to alter weekly content at their discretion.

## **Academic Integrity**

To support the integrity of the education provided at TMU, the principles of Academic Integrity, as embodied in TMU's Policy 60, are strongly supported and enforced. There will be little tolerance for breaches of academic integrity.

### **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.

**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).

Turnitin or another originality detection software (if used in this course)

Turnitin 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 plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin. Instructors can opt to have student’s papers included in the Turnitin database or not. Use of the Turnitin service is subject to the terms-of-use agreement posted on the Turnitin 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. Students who choose not to have their papers screened for textual similarity review by turnitin may be required to submit additional work with their research essay. For example:

- the first few pages of each cited source used in your paper

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

## University Policies

Students must be 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 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 headshot 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 Remote 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 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 University Libraries](#) provide research [workshops](#) and individual consultation appointments. There is a drop-in Research Help desk on the second floor of the library, and students can use the [Library's virtual research help service](#) to speak with a librarian, or [book an appointment](#) to meet in person or online. [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 always 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](#).
- Information on Academic Integrity for [Faculty](#) and [students](#).

## Accessibility

In this course, we are committed to fostering an inclusive and supportive learning environment that accommodates the diverse needs of all students, including those with disabilities. I believe that accessibility is a key component of effective learning. If any student encounters an accessibility barrier or has specific needs that are not being met, contact the instructor immediately via email [adulhant@torontomu.ca](mailto:adulhant@torontomu.ca), so that we can work together to find a solution. Our goal is to provide equal opportunities for all students to succeed and thrive in this course.

## Academic Accommodation

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

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