Toronto Metropolitan University

Department of Entrepreneurship & Strategy

TED ROGERS SCHOOL
Entrepreneurship & Strategy

ENT401–011
Design Thinking Experience - Munich

Winter 2026

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.

entrepreneurship

Design Thinking Experience

Winter 2026, Section 011
Classroom: N/A / Class Times: N/A

Instructor Information

Instructor Name:	Prof. Michael Mihalicz
Office Telephone:	Please use email, it's faster.
E-mail Address:	michael.mihalicz@torontomu.ca
Office Location:	TRS 3-100B
Consultation Hours:	By appointment.
Course Website:	my.torontomu.ca

Email Policy

In accordance with the Policy on Toronto Metropolitan University E-mail Accounts (Policy 157), Toronto Metropolitan University requires that any electronic communication by students to TMU faculty or staff should be sent from their official university email account.

Course Description

ENT 401 Design Thinking Experience is a hands-on experiential learning opportunity for multi-disciplinary teams to implement agile rapid prototyping design thinking methods in a creative space. Student teams implement real-world projects in a variety of entrepreneurial contexts: new venture creation, innovation within an existing venture, social innovation and change making. The course provides a solid theoretical understanding of the major global Design Thinking methods and tools as well as experience in developing a Design Thinking Mindset.

Pre-requisites and/or Exclusions: none

Course Details

Course Overview

The design thinking course is a hands-on experiential learning opportunity for multi-disciplinary teams to implement agile rapid prototyping methods in a creative space. Students will work in teams of 4-6 to ideate, observe, prototype and test products, services and/or business models towards a specific challenge. Students will receive instruction in design thinking methods and coaching by experts in the field to help them implement these methods. This is an intensive experiential learning course where ***you will be expected to work a significant number of hours gaining hands-on experience.***

You will work in teams on a projects related to a design challenge made available on the first day of class. Each team will develop a project idea based on real-world problems using design

thinking and lean startup methods. At the end, each team will present their idea to a panel of experts.

Classes will be held at the SCE Strascheg Center for Entrepreneurship in Munich, Germany. Classes are scheduled from March 2nd – March 7th, 2026. For more information on the course, students are referred to the information slides on D2L.

Teaching Methods

This is an experiential learning course using project-based student-centric learning pedagogies. The emphasis is on getting out of the classroom and building your design thinking skills and mindset. The activities you choose to pursue should align with your values and be in harmony with your long-term happiness and success. We thus expect students to find this learning environment to be extremely motivating. The in-class portion of this course is primarily dedicated to "studio time" where students can receive both individual and team-based peer feedback and faculty coaching.

The format each week may differ slightly but will consist of time to work on your project, group activities, discussions and lessons from the faculty/contract lecturers and guest speakers.

Variations within a Course

This outline applies only to the section(s) of ENT401 listed above for the specified terms. Please note that other sections of this course may have slightly different outlines.

Course Materials

No additional costs are required for this course.

Suggested Readings:

- Liedtka, J., and Ogilvie T. (2011). ***Designing for Growth – A design thinking tool kit for managers***. Columbia Business School Publishing ISBN 978-0-231-15838-1
- Osterwalder, A., Pigneur, Y., Papadakos, P., Bernarda, G., Papadakos, T., & Smith, A. (2014). ***Value proposition design***. John Wiley & Sons.
- Aulet, B. (2013). ***Disciplined entrepreneurship: 24 steps to a successful startup***. Hoboken, New Jersey: John Wiley & Sons, Inc. [also see disciplinedentrepreneurship.com or the MIT edX course: Entrepreneurship 101: Who is your customer?]
- Maurya, A. (2012). ***Running lean: iterate from plan A to a plan that works***. Sebastopol, CA: O'Reilly.
- Osterwalder, A., & Pigneur, Y. (2010). ***Business model generation***. John Wiley & Sons.
- Kawasaki, G. (2015). ***The art of the start 2.0: the time-tested, battle-hardened guide for anyone starting anything***. Revised and expanded edition. New York, Portfolio/Penguin.

Useful Resources:

- Stanford d.school
- IDEO - A Global Design & Innovation Company
- Interaction Design Foundation

From time to time, the instructor may make personal 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.

Note: Students are also encouraged to review additional resources for using D2L Brightspace provided by TMU.

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

Learning Objectives

By the end of this course, students will be able to:

1. **Communication**
    - Express ideas clearly and confidently using different media (written, oral, digital).
    - Demonstrate professional behaviors in collaborative and public settings.
    - Engage diverse audiences through effective storytelling and presentation.
2. **Collaboration**
    - Work effectively in diverse teams, including with peers and mentors.
    - Practice respectful communication, mutual accountability and co-creation in a community setting.
3. **Opportunity Identification**
    - Identify and evaluate opportunities in social, entrepreneurial and institutional contexts.
4. **Problem-Solving**
    - Use structured methodologies to define problems, explore alternatives and develop solutions to real-world challenges.
    - Incorporate user feedback and iterative cycles to refine approaches.
5. **Technology**
    - Demonstrate a working understanding of technological tools.

- Use large language models (LLMs) and related AI tools to support ideation, research and to produce deliverables.
- Effective prompt engineering techniques.

6. **Critical Thinking**
   - Critically assess the strengths and limitations of AI systems.
   - Distinguish between reliable and unreliable outputs, particularly when using AI tools.
   - Consider systemic factors, structural barriers and broader social contexts when evaluating solutions.
7. **Self-Management**
   - Develop self-awareness through reflection on personal values, motivations and aspirations.
   - Manage time, set goals and practice self-directed learning.
   - Demonstrate resilience and adaptability when facing uncertainty or setbacks.

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. Students are strongly encouraged to visit the Academic Integrity Website at www.torontomu.ca/academicintegrity for more detail and to refer to Policy #60: Student Code of Academic Conduct at www.torontomu.ca/senate/policies.

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 user-centered design principles. Students are encouraged to use AI tools to gather information, brainstorm, generate design concepts, facilitate rapid prototyping, develop user personas and user experience scenarios, simulate user interactions, analyze anonymized data, review concepts, translate documents, storytelling, visualization, correct grammar, or to help produce assignments. However, students are ultimately accountable for the work they submit, and any content generated or supported by an AI tool must be cited appropriately.

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. This includes, but is not limited to, design concepts, text, graphics, and data analysis. Any use of GAI tools 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 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

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. The TMU library has guidelines on how to cite such sources, here.

Turnitin or another originality detection software

Turnitin is a plagiarism prevention and detection service to which TMU subscribes. It is a tool to assist faculty/contract lecturers 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 faculty/contract lecturers some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which faculty/contract lecturers 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. Faculty/contract lecturers 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 faculty/contract lecturer 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:

- an annotated bibliography of each source used in your paper; and/or
- the first few pages of each cited source used in your paper

Even when a faculty/contract lecturer 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 faculty/contract

lecturer 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 *(subject to change)*

Day 1

[9:30am-7pm]
Presentation... Introduction to the APE International Bootcamp 2024
Teambuilding... Warm-up teambuilding exercises, and rally through Munich.
Keynote Talks... by industry partners to give you some food for thought and inspiration.
Bootcamp Challenges... We will present to you the challenges of the bootcamp. Afterwards, you and your team can select a challenge. (Teams will be formed across disciplines and nationalities beforehand).
Doing... Get to know your team. Create a shared vision of the project (and get introduced to the famous "Bierkühlschrank").
Dinner... We'll have a sponsored "Brotzeit" at a classical Bavarian Wirtshaus (after 7p.m.)

Day 2

[09:30am-7pm]
Presentation 1 Introduction to the innovation process, design thinking & entrepreneurship (Moritz Hoffmann)
Presentation 2 How to think and act as an entrepreneur (Prof. Steve Gedeon)
Presentation 3 Research Basics (Prof. Dr. Mădălina Erascu)
Doing... Plan your research strategy and get out of the building!

Day 3

[09:30am-7pm]
Presentation 1 Start-up Insights (CLEW & urbntiger)
Presentation 2 How to gain insights from your research and generate ideas (Prof. Ester Bernadó)
Presentation 3 Venture Capital and Startup Finance (Assaf Shamia)
Doing... Draw insights from what you have already learned, cluster insights, form opportunity areas, brainstorm, select and/or refine your business idea.
Explore... the secrets of the most beautiful city (Munich) by a guided night watchmen tour (after 7p.m. & free of charge).

Day 4

[09:30am-7pm]
Presentation 1 Value Proposition (Dr. Emma Ives)
Presentation 2 Prototyping (Prof. Dr. Florian Huber)
Presentation 3 Business Modelling (Prof. Steve Gedeon)
Doing... Do more research, refine your opportunity areas, refine your business idea, and design market validation tests.

Day 5

[09:30am-10:00pm]
Presentation 1 Introduction to BMC Finance Tool (Prof. Albert Kraaij)
Presentation 2 Pitching and presenting (Dr. Pascal Schneider)

Doing... Refine your concept and business model, build a sustainable financial model, and build an overall coherent strategy for your new venture.

Day 6

[10am-8pm]
Doing... Get your business idea pitch-ready, create a coherent sales proposition, create an engaging pitch.
Pitch... This afternoon you will pitch your concept to fellow students, programme alumni and a panel of experts (jury). Win an awesome price!
Certificates... International participants will receive their certificates.
The final... There will be a get-together with drinks and finger food. But also, an official end. Means you'll have the chance to organize dinner and party afterwards.

Evaluation

Assessment weighting breakdown:

Method	Weight	Contributor	Due Dates
Participation	20%	Individual	Day 1-6
Team Presentation	30%	Group	Day 6
Documenting the Journey	20%	Individual	[Mar. 15], 11:59 PM
Self-Reflection Assignment	30%	Individual	[Mar. 29], 11:59 PM
TOTAL	**100%**		

PARTICIPATION

Students are expected to arrive on time each day, work hard, and contribute fairly to their teams throughout the duration of the course. There is also a considerable amount of work to be completed outside of the scheduled class times. Students should document all the work they perform throughout the term and be prepared to share their progress. Absence from class or being unprepared to discuss current readings, videos, guest speaker and course content means that you cannot participate effectively.

Participation marks are based on class attendance and weighted equally across six days. Students can earn up to 3.33% each day. Students who are absent will receive a grade of zero for the day. Students who arrive late may be awarded partial marks.

TEAM PRESENTATION

On Day 6, teams will present their ideas to a panel of experts. Not all students are required to be present, but all team members are expected to be present and contribute equitably to the presentation.

Evaluation:

Each presentation will be evaluated by the instructor and documented in D2L. Elements of the evaluation include creativity & innovation, project feasibility, viability & desirability, social impact, audience engagement, comprehensiveness & depth of understanding, academic rigor, professionalism, and appropriate length and format.

Peer Evaluation:

Each member of the group is expected to contribute equitably to the work. This includes responding to other group member's communications, being present for group meetings, making contributions that are constructive and timely, and that show academic rigor and professionalism. Interactions with group members should also demonstrate respect, consideration, and professionalism. There are many challenges to working as a student group. It is suggested that you proactively address any you encounter as early as possible. If you encounter any difficulties with group work, you should work to resolve them as early as possible. Consult your instructor as soon as possible if you need help.

Your final Team Presentation Grade will be adjusted based on your team's peer evaluation forms and made visible after all peer evaluation forms are submitted. Additional information can be found in the 'Peer Evaluation Form' document in the 'Course Information' module in D2L.

DOCUMENTING THE JOURNEY

This assignment encourages you to explore the depth of your learning experience and the practical application of Design Thinking methodologies. This assignment is an opportunity to showcase your journey, highlighting how Design Thinking tools and methodologies have shaped your approach to solving complex problems.

Your task is to document and analyze your group's journey through the Design Thinking process. You'll need to show how your group applied a variety of tools and techniques at each stage to gather insights, refine your ideas, and ultimately develop a solution for the problem you are addressing. This could include (but not limited to) how you and your group captured your learning into Post-it notes, how you used visualization techniques to find patterns and develop insights, how you identified and validated business model assumptions, and/or how you prototyped and tested your ideas.

Students have the freedom to select the format for their submission. Options include written reports, PowerPoint presentations with voice-over, videos, graphics, animations, infographics, web-based formats, audio clips, or any other form of media. Submissions can be in a single format or a mix of several types. Additional instructions and guidelines will be made available in class and on D2L.

SELF-REFLECTION ASSIGNMENT

In this reflective assignment, you are asked to critically reflect on your journey through this course using a reflection framework of your choosing. This model will guide you through a structured debriefing of your project experience, helping you to explore the depth of your learning process, understand the dynamics of collaborative work, and identify areas for personal and professional growth.

This assignment is intended to complement and support your Documenting the Journey assignment by documenting your personal takeaways. It is an opportunity to introspect and articulate your personal growth and self-awareness through practical experience, setting the foundation for your continuous growth in design thinking and beyond.

Students have the freedom to select the format for their submission. Options include written reports, PowerPoint presentations with voice-over, videos, graphics, animations, infographics,

web-based formats, audio clips, or any other form of media. Submissions can be in a single format or a mix of several types. Additional instructions and guidelines will be made available in class and on D2L.

Assignment Submissions & Late Penalties:

All assignments must be submitted to the appropriate folder in D2L in a file-readable format (warning, size is a limiting factor). The assignment due dates are identified above and in D2L. Please contact the instructor immediately if you are unable to attend any of the classes or meet the assignment deadlines.

NOTE: Failure to hand in an assignment will result in a mark of zero.

Additional Information

- 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.
- In rare circumstances, the instructor will hold the class via zoom.

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 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 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 faculty/contract lecture 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 faculty/contract lecturer 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 faculty/contract lecturer 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 faculty/contract lecturer, 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.

Standard for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and faculty/contract lecturers. This includes all email communication with the faculty/contract lecturer 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 faculty/contract lecture 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 faculty/contract lecturers.
- 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 faculty/contract lecturers. 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 ACR 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.

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, we encourage them to contact the instructor immediately via email, 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 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, 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 any time:

- **Distress Line**: 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416–408–4357)
- **Good2Talk**: 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- **Keep.meSAFE**: 24/7 access to confidential support through counsellors via My SSP app or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- **Centre for Student Development and Counselling**: 416-979-5195 or email csdc@torontomu.ca
- **Consent Comes First – Office of Sexual Violence Support and Education**: 416-919-5000 ext. 553596 or email osvse@torontomu.ca
- **Medical Centre**: call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the Toronto Metropolitan University Mental Health and Wellbeing website.

Academic Grading Policy

Evaluation of student performance will follow the established academic grading policy outlined in Policy #46: Policy on Undergraduate Grading, Promotion, and Academic Standing (the "the GPA Policy") at www.torontomu.ca/senate/policies. The grading system is summarized below:

Definition	*Letter Grade*	*Grade Point*	*Percentage Range*
Excellent	A+	4.33	90-100
	A	4.00	85-89
	A-	3.67	80-84
Good	B+	3.33	77-79
	B	3.00	73-76
	B-	2.67	70-72

Satisfactory	C+	2.33	67-69
	C	2.00	63-66
	C-	1.67	60-62
Marginal	D+	1.33	57-59
	D	1.00	53-56
	D-	0.67	50-52
Unsatisfactory	F	0.00	0-49