

| Course ID: | Course Title: | Fall 2023 |
|------------|-------------------|---|
| BUS 410 | Advanced Strategy | Prerequisite: BUS 220, BUS 250 and BUS 280 |
| | | Credits: 3 |

| Class Information | | Instructor Information | | Important Dates | |
|-------------------|--------------------------|------------------------|-------------------------------------|--|--------------|
| Delivery: | In Class | Instructor: | Dr. Wilian Gatti Jr | First Day of Class: | Sep 6, 2023 |
| Day(s): | Wed/Fri | Email: | wilian.gatti@ambrose.edu | Last Day to Add/Drop: | Sep 17, 2023 |
| Time: | 8:15 a.m. – 9:30 p.m. | Phone: | (403) 407-9474 | Last Day to Withdraw: | Nov 20, 2023 |
| Room: | RE132 | Office: | L2109 | Last Day to Apply for Coursework Extension: | Nov 23, 2023 |
| Lab/Tutorial: | n/a | Office Hours: | Wednesdays 2:30 p.m. – 3:30 p.m. | Last Day of Class: | Dec 8, 2023 |
| Final Exam: | No final exam | | | | |

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

Course Description

This course is a challenging advanced management course for the undergraduate business student. Students will be exposed to theories, concepts, tools, and skills that are used in strategy formulation and implementation. Students will develop analytical thinking through defining core activities that a business focuses on, identifying clients/customers that a business serves, and creating value in what a business offers. Students will be challenged to integrate knowledge they have gained from other business core courses and apply their accumulated knowledge to business case studies. A holistic approach to identifying organizational problems and opportunities will be developed along with the ability to focus specifically on the functional and business levels in implementing the strategies.

Expected Learning Outcomes

After successful completion of this course, students will be able to:

- To understand the strategic positioning of the firm in a competitive marketplace and the role of the managers in this process.
- To develop strategic thinking. To analyze unstructured situations, diagnose problems and recognize opportunities, formulate, and evaluate alternatives, make decisions, and develop action plans under conditions of ambiguity, uncertainty, and change.
- To appreciate how the capabilities of the firm must be combined and leveraged to achieve lasting competitive advantage.
- To integrate sustainability and ethics in overall business strategy development.
- To recommend appropriate ways to implement chosen strategies.
- To write or verbally communicate a business case and present findings in a convincing, compelling manner.
- To apply concepts from this course to real life contexts, appreciating the wider consequences of business decisions.
- To coordinate the functions of a complex business organization in a team environment, while acquiring skills in managing group dynamics, expressing views, and working in a team environment.

Textbooks

Thompson, A., Gamble, J. E., Peteraf, M. A., Strickland, A. J. (2022). *Crafting & Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases* ISE. (23rd. ed.). New York: McGraw Hill LLC. (ISBN 9781264250110 - Courseware Required).

Additional Reading

Iansiti, M., & Lakhani, K. R. (2020). *Competing in the age of AI: Strategy and leadership when algorithms and networks run the world*. Harvard Business Press.

Course Schedule

| Week no./Class Dates | Topic | Chapter/s |
|--|--|-----------|
| 1. 6 th Sep – 8 th Sep | Course Introduction What Is Strategy and Why Is It Important? | 1 |
| 2. 13 th Sep – 15 th Sep | Charting a Company's Direction: Its Vision, Mission, Objectives, and Strategy | 2 |
| 3. 20 th Sep – 22 nd Sep | Evaluating a Company's External Environment BSG practice rounds | 3 |
| 4. 27 th Sep – 29 th Sep | Evaluating a Company's Resources, Capabilities, and Competitiveness BSG round 1 | 4 |
| 5. 6 th Oct | The Five Generic Competitive Strategies BSG round 2 | 5 |

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| 6. 11 th Oct – 13 th Oct | Strengthening a Company's Competitive Position Strategic Moves, Timing, and Scope of Operations BSG round 3 | 6 |
| 7. 18 th Oct – 20 th Oct | Strategies for Competing in International Markets BSG round 4 Business Case presentation | 7 |
| 8. 25 th Oct – 27 th Oct | Corporate Strategy: Diversification and the Multibusiness Company BSG round 5 | 8 |
| 9. 1 st Nov – 3 rd Nov | Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy Building an Organization Capable of Good Strategy Execution: People, Capabilities, and Structure BSG round 6 | 9 10 |
| 10. 8 th Nov – 10 th Nov | Reading Week – No Classes | |
| 11. 15 th Nov – 17 th Nov | Managing Internal Operations: Actions That Promote Good Strategy Execution BSG round 7 | 11 |
| 12. 22 nd Nov – 24 th Nov | Corporate Culture and Leadership: Keys to Good Strategy Execution BSG round 8 Business Case presentation | 12 |
| 13. 20 th Nov – 1 st Dec | Competing in the age of AI BSG round 9 | Iansiti & Lakhani (2020) ch. 1, 6, and 7 |
| 14. 6 th Dec – 8 th Dec | BSG round 10 Role-play & Simulation with LLM presentation | |
| No Final Examination | | |

Requirements:

| Item | Modality | Weighting | Deadlines Date(s) |
|--|------------------|-----------|-------------------|
| Class Participation | Individual/Group | 5% | |
| Quizzes | Individual | 15% | Nov 30 |
| Application-Based Activities (ABA) | Individual | 10% | Nov 30 |
| Business Cases | Group | 15% | Weeks 7 and 12 |
| BSG Simulation Game | Group | 30% | Week 14 |
| Role-play & Simulation with Large Language Model (LLM) | Group | 25% | Week 14 |
| Total | | 100% | |

Class Participation

Activities that will be performed in class.

Quizzes

The quizzes will encompass the material presented in the chapters. Each quiz will consist of 10 questions. These quizzes are designed to be self-paced, granting students the flexibility to finalize them according to their individual pace and timetable. Upon completion of a quiz, prompt feedback regarding your responses will be promptly provided within the McGraw Hill Connect platform.

Application-Based Activities (ABA)

ABAs constitute assignments accessible within the McGraw Hill Connect platform. Engaging with a ABA entails encountering a business scenario or dilemma, and subsequently being tasked with a sequence of decisions. Scoring is calculated as follows:

1. Points are received based on the answer you select for each question, and questions are tied to multiple scoring categories associated with the learning objectives.
2. Your scores for each category are based on the total number of points you earn for the associated questions.
3. You will receive one final activity score at the end of the activity that combines your results from each category. Your instructor has assigned a total point value for this assignment. Your assignment grade is calculated based on the final percentage score you earn at the end of the activity.

Business Cases

Students will work in groups to analyze and present 02 case studies from the textbook. These studies have been chosen to give real-world examples to our theoretical discussions. They provide valuable insights into the practical application of strategic concepts and highlight the complexities of creating and implementing effective strategies. The group should engage with the class during the presentation, encouraging them to reflect on the case issues throughout and after the presentation.

Rubric Business Case

| Traits | Below Expectations (0-50) | Meets Expectations (51-80) | Above Expectations (81-100) | Weight |
|---|---|---|---|--------|
| Knowledge of the case This trait assesses how well a student comprehends and recalls the details presented within the case study. It emphasizes the depth of understanding and the thoroughness with which the case was read. | Incomplete coverage of key points, suggesting inadequate reading or comprehension. | Adequate coverage of most case key points, reflecting an understanding of the majority of the case. | Comprehensive coverage of all case key points, indicating deep understanding and thorough reading. | 10% |
| Application of concepts and theories This assesses the ability of a student to connect specific details from the case study to broader strategic concepts and theories discussed in the course. It evaluates both the identification of relevant concepts and the correct application of these concepts to the case details. | Weak linkage to course concepts and theories with major errors in identification or application. | Adequate linkage of case points to course concepts and theories with minor discrepancies in identification or application. | Outstanding linkage of case points to course's strategic concepts and theories. Accurate identification and application of all relevant analytical tools. | 20% |
| Synthesis / Creation This focuses on the student's ability to consolidate and interpret information, facts, and analytical results from the case. Beyond just repetition, it evaluates how well the student can combine different elements to produce something new, like insightful conclusions or innovative recommendations. | Insufficient consolidation and interpretation of facts and results. Conclusions and recommendations are missing or lack foundation. | Adequate consolidation of facts and results with some gaps in interpretation. Conclusions and recommendations reflect good synthesis. | Exceptional consolidation and interpretation of facts and analytical results. Conclusions and recommendations are holistic, creative, and show excellent synthesis. | 25% |
| Justification: Completeness and Strength This trait gauges the depth, coherence, and comprehensiveness of the arguments presented by the student. It examines both the breadth (covering all relevant aspects, such as pros and cons) and the depth (the quality and strength) of the justification provided. | Predominantly weak or arbitrary arguments that are underdeveloped. | Some arguments are slightly underdeveloped or lack coherence. | Comprehensive and coherent arguments. Both pros and cons are effectively discussed and compared. | 20% |
| Delivery This assesses the presentation quality of the students' answers. It focuses on the clarity of expression, logical flow of ideas, and language | Predominant clarity issues, disrupted by numerous language/grammar mistakes. Poor flow. | Mostly well-drafted with occasional clarity or flow issues. | Exemplary drafting with clear, logically flowing statements. No language/grammar errors | 10% |

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| proficiency, ensuring the response is easily understood and free from distracting errors. | | | that detract from the meaning. | |
| Case presentation/discussion Evaluates the organization and clarity of the project presentation and the degree of critical thinking involved. A top score would imply an engaging presentation underpinned by profound analytical skills. | The presentation is disorganized, lacking logical flow. Critical analysis is minimal, with many complexities unaddressed or misunderstood. The group did not promote any discussion or engage the audience to discuss the case. | The presentation is well-structured with a logical progression. There's evidence of solid analytical skills, addressing most research complexities. The group interacted with the audience regarding the topics discussed in the presentation. | The presentation is not just organized but captivating. The group promoted an insightful discussion about the problems and topics presented engaging the audience and promoting a reflexive analysis of the case. | 15% |

BSG Simulation Game (<https://www.bsg-online.com/>)

The Business Strategy Game (BSG) is an online simulation where students step into the shoes of company executives to manage a virtual footwear company in a competitive global market. Throughout the simulation, participants will be immersed in the complexities of strategic planning, grappling with decisions spanning design, marketing, production, and finance. They will respond to market dynamics, craft strategies against competing teams, and aim to maximize shareholder value. This experiential learning tool bridges theoretical business concepts with practical application, fostering a deeper understanding of business strategy, market competition, and decision-making dynamics. The success of the company hinges on striking the optimal balance between diverse Key Performance Indicators (KPIs) and the shareholder expectations.

Role-play & Simulation with Large Language Model (LLM)

Objective: Allow students to employ their strategic knowledge in a simulated consultation meeting with a company executive, represented by the LLM, and then present their findings and experience to the class.

Stage 1: Strategic Analysis (70% of the total grade)

- Company Selection: Choose a company on which ample data is available. This choice can be publicly traded companies (for which annual reports, SEC filings, and investor relations documents are available) or well-documented private companies.
- Written Report: Conduct a detailed strategic analysis. Word count: approx. 2,500 words. This report will be submitted and assessed.

Strategic Analysis should encompass:

a. Introduction:

- Brief overview of the company, its history, and the industry in which it operates.

b. External Analysis:

- Industry Overview: Brief on the current industry scenario, trends, growth rates, and key players.
- PESTEL Analysis: Understand the macro-environmental factors that might affect the company. This includes Political, Economic, Social, Technological, Environmental, and Legal factors.
- Porter's Five Forces: Analyze the competitive forces in the industry — Threat of new entrants, bargaining power of buyers, bargaining power of suppliers, threat of substitute products or services, and rivalry among existing competitors.

c. Internal Analysis:

- Resources & Capabilities: Identify the company's key resources (both tangible and intangible) and its capabilities.
- Value Chain Analysis: Examine how the company adds value in each step of its operations and where it might be able to enhance its value proposition.
- SWOT Analysis: Based on the above, outline the company's Strengths, Weaknesses, Opportunities, and Threats.

d. Strategic Positioning & Competitive Advantage:

- Understand where the company stands in comparison to its competitors.
- Identify its core competencies.

e. Identification of Strategic Issues & Opportunities:

- Highlight any challenges the company is currently facing or might face in the near future.
- Identify potential opportunities for growth, diversification, or consolidation.

f. Strategic Recommendations:

- Based on the analysis, provide clear and actionable strategic recommendations. This can involve entering new markets, diversifying product lines, acquiring competitors, forming strategic alliances, or even divesting certain business units.
- Justify the recommendations with data or insights derived from the analysis.

g. Conclusion:

- Summarize the key findings and recommendations.

Stage 2: RPG and Simulation (+ stage 3 = 30% of the total grade)

1. Scenario Setup: Use a subset or specific aspect of the written strategic analysis as the foundation. Give the LLM the foundation of your findings and recommendations.
2. Role Determination:
 - Student: Acts as a strategic consultant.
 - LLM: Acts as a company executive.
3. Simulation: Engage in a strategic dialogue based on the scenario, defending the strategy, providing data or insights, and answering questions from the 'executive.' Convince the executive your recommendation should be implemented.

How it works:

1. Scenario Setup:
 - Example: The student chooses Tesla, Inc. as their company of interest. The student has identified in their strategic analysis that Tesla, while leading in electric vehicles, has potential growth opportunities in the renewable energy sector for households.
2. Role Determination:
 - Student: Acts as a strategic consultant who has been hired to provide insights and suggestions.
 - LLM (like ChatGPT): Acts as Elon Musk or another top executive at Tesla.
 - Create a prompt like: 'I am a business consultant, and you are Elon Musk, Tesla CEO. I will give you recommendations about Tesla's business, and you reply in an engaging conversation about Tesla's strategic direction and/or questions about my recommendations.'
3. Simulation Begins:
 - Student: "Good afternoon, Mr. Musk. Based on our research, we believe there's a substantial growth opportunity for Tesla in the renewable energy sector, especially targeting household solutions. While your car business is thriving, diversifying your portfolio could offer stability and tap into a growing market."
 - LLM (as Elon Musk): "We've explored the energy sector with products like the Powerwall. What makes you think there's more potential there, and how should we approach it differently?"
4. Dialogue Continuation: The student then defends their strategy, provides data or analytical insights, and answers questions posed by the 'executive'.
5. Simulation Conclusion: The 'executive' gives feedback or final remarks, and the student responds with a closing statement.

Stage 3: Class Presentation

After concluding the simulation with the LLM, students will prepare a brief presentation (15-20 minutes suggested) to share their experience, findings, and the strategy they proposed. They should also reflect on the feedback they received from the 'executive' and how they might approach the consultation differently in a real-world scenario.

The presentation should cover:

1. Introduction to the chosen company and the identified strategic challenge or opportunity.
2. Summary of the proposed strategy.
3. Highlights of the dialogue with the 'executive'.
4. Reflection on feedback and lessons learned.
5. Q&A session with peers and the instructor.

Rubric Stage 1: Strategic analysis report

| Traits | Below Expectations (0-50) | Meets Expectations (51-80) | Above Expectations (81-100) | Weight |
|---|---|---|---|--------|
| <p>Research and Analysis</p> <p>This trait emphasizes the importance of demonstrating excellent research and a thorough understanding of the strategic challenges faced by the company. It also focuses on the correct identification of strategic concepts and theories, as well as the correct application of analytical/conceptual tools or theories.</p> | Limited research and a basic understanding of the challenges. Mistakes in the identification and application of concepts. | Shows good research and a clear understanding of the strategic challenges. Most strategic concepts correctly applied, with minor areas for improvement. | Demonstrates exceptional research and a comprehensive understanding of the strategic challenges. Mastery of analytical tools. | 30% |
| <p>Analytical Tools and Frameworks</p> <p>This trait assesses the application and understanding of strategic tools and frameworks. It emphasizes the correct use of tools like PESTEL Analysis, Porter's Five Forces, Value Chain Analysis, and SWOT Analysis. The depth, relevance, and insightfulness of these analyses in the context of the company and industry are crucial.</p> | Struggles with the application and understanding of strategic tools and frameworks. Analyses lack depth and relevance. | Adequately applies and understands strategic tools and frameworks. Analyses are mostly relevant and provide clear insights, with minor areas for improvement. | Demonstrates mastery in the application and understanding of strategic tools and frameworks. Analyses using these tools provide deep, relevant, and insightful perspectives on the company and industry. | 20% |
| <p>Recommendation Justification</p> <p>This trait evaluates the strength and relevance of the justifications provided for strategic recommendations. It stresses the importance of grounding recommendations in data, insights, and findings from the analysis. Recommendations should not only be actionable but also well-supported by evidence.</p> | Recommendations lack strong justification and are not consistently grounded in data or insights from the analysis. | Recommendations are well-justified with data and insights. They are actionable and relevant, with some areas that could benefit from deeper justification. | Recommendations are exceptionally well-justified with robust data, insights, and findings from the analysis. They showcase a deep understanding of the strategic landscape and are highly actionable. | 20% |
| <p>Strategic Insight and Forward Thinking</p> <p>This trait would focus on the ability of the report to not only analyze the company's current strategic position but also to provide forward-looking insights. It should highlight potential future challenges and opportunities, offering proactive strategies to address them. The report should demonstrate a deep understanding of industry trends, potential disruptions, and emerging technologies or methodologies that could impact the company's strategic position.</p> | Lacks depth in analyzing future trends and disruptions. Strategies are generic and don't adequately address potential challenges or opportunities. Insights are not consistently data driven. | Provides clear understanding of upcoming industry trends and potential disruptions. Offers data-driven strategies to address foreseeable challenges and opportunities, with some room for more innovative approaches. | Demonstrates profound understanding of future industry trends, potential disruptions, and emerging technologies. Offers visionary and proactive strategies, deeply rooted in data, to address challenges and capitalize on opportunities. | 20% |
| <p>Organization and Writing Style</p> <p>This trait underscores the significance of logical flow in the discussion. The structure should clearly lead the reader to the conclusion and</p> | Writing lacks logical organization and coherence. The tone is not consistently | Writing is coherent with a clear logical flow. Professional tone, and the rhetoric is mostly strong, | Writing showcases high attention to logical flow and structure. Persuasive rhetoric, leading the reader | 10% |

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| provoke thought. The writing should be appropriate, highly persuasive, and effective in terms of rhetoric and professional writing. | professional, and the rhetoric needs significant improvement. | with minor areas for improvement. | seamlessly to the conclusion, stimulating further thought. | |
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Rubric Stages 2 & 3: RPG and Simulation & Presentation

| Criteria | Below Expectations (0-50) | Meets Expectations (51-80) | Above Expectations (81-100) | Weight |
|--|---|---|--|--------|
| Quality of the Strategic Pitch Assesses the clarity, depth, and relevance of the student's initial strategy proposal, ensuring it's data-backed and balances both risks and benefits. | <ul style="list-style-type: none"> Pitch lacks clarity and coherence. Limited to no use of data or analytical insights. Fails to articulate benefits or address potential risks. | <ul style="list-style-type: none"> Clear strategy with relevant data. Mentions both benefits and potential risks. Lacks some nuance or deeper insights but is overall coherent. | <ul style="list-style-type: none"> Exceptionally clear and compelling pitch. Uses a wide range of data and insights to back the strategy. Articulates both benefits and risks with depth and sophistication. | 30% |
| Responsiveness to the Executive's Concerns This trait gauges the student's ability to address questions or concerns from the 'executive', testing their adaptability and depth of understanding. | <ul style="list-style-type: none"> Inadequately addresses concerns. Displays a lack of depth in understanding or fails to adapt strategy based on feedback. Responses are generic or off-topic. | <ul style="list-style-type: none"> Addresses a majority of the 'executive's' concerns adequately. Some responses might be surface level, but they generally align with the proposed strategy. Demonstrates a willingness to adapt and modify. | <ul style="list-style-type: none"> Provides comprehensive answers to all concerns. Responses showcase deep insights and adaptability. Strategically refines and hones the pitch based on feedback, demonstrating a mastery of the subject. | 20% |
| Depth of Understanding Demonstrated in the Dialogue Evaluates the student's ability to integrate strategic concepts and theories from the course into the dialogue, and their understanding of the company and industry. | <ul style="list-style-type: none"> Rarely uses strategic concepts from the course. Displays a superficial understanding of the company/industry. Dialogue lacks depth and is not effectively tied to course knowledge. | <ul style="list-style-type: none"> Uses some relevant strategic concepts. Displays a good understanding of the company and industry. Incorporates course knowledge intermittently, missing some deeper insights. | <ul style="list-style-type: none"> Regularly and skillfully integrates strategic concepts. Demonstrates an expert-level understanding of the company and industry. Seamlessly weaves course knowledge into the dialogue, providing profound insights. | 20% |
| Communication and Persuasion Skills Measures the student's ability to communicate their ideas clearly, persuasively, and professionally, emphasizing the importance of soft skills in strategic consulting. | <ul style="list-style-type: none"> Struggles to communicate ideas clearly. Fails to persuade or engage the 'executive'. Demonstrates a lack of confidence or conviction in the strategy. | <ul style="list-style-type: none"> Communicates ideas with clarity but lacks strong persuasion. Engages the 'executive' to an extent but may falter in defending some aspects of the strategy. Displays confidence in most areas of the pitch. | <ul style="list-style-type: none"> Communicates with exceptional clarity. Successfully persuades and captivates the 'executive'. Demonstrates unwavering confidence and conviction in the strategy, showcasing top-tier consultancy skills. | 10% |
| Presentation & Critical Thinking Evaluates the organization and clarity of the simulation presentation and the degree of critical thinking involved. A top score would imply an engaging presentation underpinned by profound analytical skills. | <ul style="list-style-type: none"> The presentation is disorganized, lacking logical flow. Critical analysis is minimal, with many complexities unaddressed or misunderstood. | <ul style="list-style-type: none"> The presentation is well-structured with a logical progression. There's evidence of solid analytical skills, addressing most research complexities. | <ul style="list-style-type: none"> The presentation is not just organized but captivating. It's underpinned by stellar analytical skills, ensuring every complexity is not just addressed but dissected for maximum clarity. | 20% |

Attendance:

A key component of your grade is participation during class time. Each student is expected to regularly attend and actively participate in classroom discussions and any on-line discussion forums assigned. Group discussions and analysis of course topics will be a key component of learning throughout the term. Students are expected to attend all classes, having prepared for class by reading the assigned readings ahead of time and actively participate in group discussions. The skills needed to participate effectively in class and present your ideas are the same skills required to be effective in the business world. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know.

Grade Summary:

The available letters for course grades are as follows:

| Grade | Interpretation | % Grade | Grade Points |
|-------|----------------|-------------|-----------------|
| A+ | Excellent | 95% to 100% | 4.00 |
| A | | 90% to 94% | 4.00 |
| A- | | 85% to 89% | 3.70 |
| B+ | Good | 80% to 84% | 3.30 |
| B | | 76% to 79% | 3.00 |
| B- | | 72% to 75% | 2.70 |
| C+ | Satisfactory | 68% to 71% | 2.30 |
| C | | 64% to 67% | 2.00 |
| C- | | 60% to 63% | 1.70 |
| D+ | Poor | 55% to 59% | 1.30 |
| D | | 50% to 54% | 1.0 |
| F | Failure | 0% to 49% | 0.00 |
| P | Pass | | No Grade Points |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do

not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's

ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.