

BUS 800: Strategic Management

Fall 2025, Section 091

Wednesdays at 3:10 to 6pm

Instructor Information

- **Instructor Name:** Professor Dr. Andre Laplume
- **Office Location:** 091 TRSM
- **Office Hours:** By email appointment
- **Course Website:** D2L on my.torontomu.ca
- **Email Address:** alaplume@torontomu.ca

Email Policy

Students must use the email address listed above to communicate with the instructor. Students must activate and maintain a TMU email account, which is the only means by which you will receive university communications. See Policy # 157 found at <http://www.torontomu.ca/senate/policies/> for further information on this issue.

Course Description

Strategic management is a challenging and exciting course. It serves the function of a capstone course, integrating much of the knowledge gained in other business courses. It is a truly different kind of business course. Other courses are concerned with a narrower, more specialized body of knowledge, and as a result are highly structured. Some provide quantitative techniques, while others relate to specific skills. The problems and issues of strategy management cover the whole spectrum of business. Weighing the pros and cons of strategy requires a total enterprise perspective and a talent for judging how all the relevant facts add up. To keep the discussions down to earth, each week real companies will be examined. This course is by far the most demanding course in the Business Management Degree, and as such, it is recommended that students have 10 or fewer courses left to graduate before enrolling in this course.

Course Overview:

This course offers a comprehensive exploration of strategic management with a focus on the Canadian business landscape. Students will learn how to analyze industries, assess internal capabilities, and evaluate macro-environmental factors to develop effective strategies. Emphasis is placed on stakeholder engagement, financial analysis, innovation, corporate responsibility, and scenario planning. The course culminates in understanding how to execute successfully to achieve sustainable competitive advantage by aligning people, structure, and strategy.

Course Details

Teaching Methods

Prerequisite:

FIN 401 or AFF 310: Note that neither FIN 401 nor AFF 310 may be taken concurrently with BUS 800.

Teaching Methods:

Strategic Management will be taught primarily in a three-hour, synchronous format. You are expected to read the assigned chapters before class. Classes will be a combination of elements. Lectures, which will be focused on knowledge and frameworks from the text and assigned readings, will clarify some of the more difficult theories and concepts. Workshops, consisting of exercises and discussions during the allotted class time, will provide individuals and groups with the opportunity to apply this knowledge to business cases and real-life examples. These exercises and activities are designed to reinforce what was learned in the lecture. Students may be asked to work individually or in groups.

Course Materials

The following textbook is required:

- Strategic Management for BUS800, OER, \$0.00, on D2L/Articulate Storyline
- Note that this is a new book and you will not be able to use a book from a previous semester. Articulate Storyline is an interactive platform, and no hard copies are

available. Students whose accommodations require a different format should contact their instructor.

Practice Case: **Lululemon**, OER, \$0.00, PDF on D2L

Submitted Cases:

- Group Case: **Cascades**, OER, \$0.00, PDF on D2L
- Individual Case: **Canadian Solar**, OER, \$0.00, PDF on D2L

Course Objectives:

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

- Trace how Canadian business strategy evolved within its unique environment.
- Use industry frameworks to assess structure, performance, and opportunities.
- Apply PESTEL to spot external threats and opportunities.
- Analyze internal resources for sustainable competitive advantage.
- Use stakeholder analysis to manage key actors and their influence.
- Distinguish generic strategies and firm positioning for advantage.
- Read financial data to assess strategy, trends, and benchmarks.
- Integrate responsibility and sustainability into strategic thinking.
- Evaluate innovation and tech strategies across industry lifecycles.
- Understand corporate strategy in multi-business growth contexts.
- Use scenario planning to prepare for future strategic challenges.
- Align people, structure, and strategy for effective execution.

Technology

Students are required to have equipment that meets TMU University's minimum technology requirement for remote learning. Details can be found at: <https://www.torontomu.ca/covid-19/students/minimum-technology-requirements-remote-learning/>

Case/Assignment Submissions:

- All assignments must be submitted via D2L using the proper Assignment dropdown. All D2L submissions have already been linked to Turnitin. By taking this course, students agree that their work may be submitted to Turnitin unless they consult the instructor by the end of week two to arrange an alternative. Even if Turnitin isn't used or a student

opts out, instructors may still submit suspicious work anonymously to a plagiarism detection service.

- If using generative AI, add a disclaimer explaining how it was used at the beginning of each assignment you submit. Using AI to write your assignment is not permitted, but using it to help with improving your writing may be permitted by your instructor.
- The assignment due dates are identified below in this course outline. The assignments must be submitted no later than 11:30 PM the night before the assignment is due. For example, if an assignment is due in class 6, then it must be submitted via D2L no later than 11:30 PM the night before class 6.
- A group peer evaluation must also be submitted for all group assignments. The group peer evaluation form will be made available on D2L, and must be submitted individually, separately from the group assignment to a separate, individual dropbox on D2L. The group assignment will not be accepted if the peer evaluation isn't submitted by all members.
- A late submission will be penalized one letter grade per day (e.g., "B+" becomes "C+" in the first 24 hours after the deadline, becomes "D+" in the next 24 hours, and becomes "F" thereafter. "Late" is defined as one minute after the deadline

Assessment Weighting Breakdown

| Evaluation Component | Percentage of Final Grade |
|---|--|
| Group Case Analysis 1 - Appendices A-F | 10% |
| Group Case Analysis 2 – Revised Appendices A-F; Appendices G-I; CEO Report Part 1 & 2 | 15% (1% Revised + 4% G-I + 10% Report) |
| Individual Case Analysis Appendices and CEO Report Parts 1 & 2 | 25% (12.5% Appendices + 12.5% Report) |
| Knowledge Test 1 (Chapters 1 – 7) | 15% |
| Knowledge Test 2 (Chapters 8 – 12) | 15% |

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| Participation in all class regular sessions, including exercises, and online quizzes at the end of the book chapters. | 15% (5% for quizzes) |
| Individual presentations, as defined by the instructor | 5% |
| Total: | 100% |

Technology Usage & Limits:

Any communications with the instructor outside of class must be through your TMU email account for privacy reasons. The instructor will not respond to non-TMU emails.

Do not email your instructor with questions that are already addressed in this syllabus; students are expected to be aware of all this information. Students may not make recordings in the classroom and may not use the materials posted on D2L for any purpose unrelated to this course without written permission of the instructor. Students with accommodations that require classes to be recorded must get written permission to do so.

Assignments and Grading:

Case Analysis Submissions Formatting Instructions

The group case assignment will be submitted in two separate submissions; 1) the Appendices A-F, and then the Revised Appendices A-F, Appendices E-I, and the CEO Report Part 1 only. Each Appendix is an analysis that evaluates the company's external environment, i.e. industry analysis, and the company's internal environment, both using the frameworks from the course.

The individual case assignment will consist of both Appendices A-I and the CEO Report Parts 1 & 2. Students must use only the information from the case to complete the assignments, and are not permitted to use any other information for the case analysis.

Title page: Specify the case name, the industry your analysis will be based on, and include your names(s) and the date. Enter group members' names in alphabetical order by last name.

Submit **single-spaced pages** in 12 pt. font, with 1.25" margins all around, in Word, which is the only acceptable format. While most of the Appendices are expected to be in point-form, certain sections such as summary statements or the Strategic Issue section may be formatted as paragraphs. Each section should have a summary statement that communicates the main findings of the section.

When constructing the Appendices, please use a numbering system to identify the sections and the related analysis for a particular strategic tool. For example, you might want to consider numbering the Industry Identification and Analysis 1.0, and creating subheadings for each of the parts: 1.1 for Industry Identification (1.1.1 Jobs to be Done Approach; 1.1.2. NAICS Approach), 1.2 for Industry Analysis (1.2.1 Threat of New Entry; 1.2.2 Bargaining Power of Suppliers; etc...). This way, if you were including data from supplier conditions in your Report to the CEO, simply state (1.2.2) to reference it. Apply the same logic and referencing format to all sections.

For the individual case and the group case, all data must come only from the case itself. Therefore, the citations for this will be from four possible sources in the following formats: from the case use (Case, page number), from the textbook use (Text, page number), from your instructor's slides (Week x, slide number) and from your Appendix use (the numbered section, e.g. 1.2.2, as explained above).

Be sure to examine all relevant data from the case. You should also consider other statistics (i.e. market or industry related, operational) provided in the case exhibits, not just those related to financial statements. Only include charts in your analysis that are supported by analyses of the data presented in those charts. ALL OBSERVATIONS, FACTORS, FEATURES AND DATA USED IN THE APPENDICES MUST BE SOURCED TO THE PAGE WHERE YOU FOUND THEM.

Case analysis instructions for each appendix and report section are provided at the end of their corresponding chapters.

| Location | Name of Section | Formatting Instructions |
|---|-----------------------|----------------------------------|
| Chapter 2: Industry Identification and Analysis | Appendix A - Industry | 1 page (bullet points + summary) |

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| Chapter 3: Strategy and the Macro Environment | Appendix B - Environment | 1 page (bullet points + summary) |
| Chapter 4: Internal Analysis of the Firm | Appendix C - Internal | 1 page (bullet points + summary) |
| Chapter 5: Stakeholder Analysis | Appendix D - Stakeholders | 1 page (bullet points + summary) |
| Chapter 6: Generic Strategies and Strategic Groups | Appendix E - Business | 1 page (bullet points + summary) |
| Chapter 7: Financial Analysis for Strategic Decision-Making | Appendix F - Financial | 4 pages (bullet points + summary); Strategic Issue section is a paragraph |
| Chapter 8: CSR and Sustainability | Appendix G - Governance | 1 page (bullet points + summary) |
| Chapter 9: Strategic Management of Technology and Innovation | Appendix H - Innovation | 1 page (bullet points + summary) |
| Chapter 10: Corporate Strategy | Appendix I - Corporate | 1 page (bullet points + summary) |
| Chapter 11: Future Scenarios and Alternatives | CEO Report - Part 1 - Alternatives | 3 pages (essay style) |
| Chapter 12: Strategic Implementation | CEO Report - Part 2 - Implementation | 1 page (essay style) |

All students must be in a group by the end of the third class. The instructor will advise you on how students will be assigned to groups.

Three cases will be used in this class. The practice case will be used as the basis of classroom exercises in class for the first few weeks of the course. The practice case provides students with the opportunity to apply the frameworks from the course to a case. The first and second case assignments are group submissions based on the group case. Students will be required to submit the group Appendices assignment (see schedule).

Feedback on your group Appendices submission will be provided prior to the last day to drop the class without academic penalty. You will be expected to improve your submission, highlighting the changes made to the appendices and submit it attached to your final Report to the CEO submission. These changes to the Appendices will be evaluated on your final report submission along with your recommendations. Highlighting new text or using different coloured text from the original submission file. If you choose to change your issue after further consideration, you are allowed to refine and/or change the key issue. However, make sure that you identify the new issue to the reader by providing a new question and bulleted supporting points highlighted clearly at the end of your Revised Appendix F.

The Report to the CEO is your recommendation to top management. Be sure the Report to CEO is a useful decision-making tool, based on facts. It should persuade top management to act on the recommendation.

The use of headings and sub-headings will help organize your discussion and focus the reader's attention. Headings should have a consistent style. The Report to the CEO should include the following sections and headings:

CEO Report Part 1: Introduction: Introduce the industry, the company, its current strategy and the issue you identified. Establish the scope of the Report. Don't include a lot of background material. An introduction of no more than 150 words is sufficient. Analysis: **see case analysis guidelines at the end of Chapter 11.** Be sure to support your analysis by referencing specific data from your Appendices. This can be accomplished by inserting the number from the appendices identifying the section referred to (your Appendices will use numbered headings, and the numbered heading will be sufficient for your reference). For example, if you reference something from section 2.1 of your Appendix A, then you place (2.1) immediately after the fact you are referencing from the Appendices. Do not reference case material directly; if there is an important fact from the case you would like to include in your analysis, that fact should be included in your Appendices. If you want to include facts from the case in your analysis, they

must be added to the Appendices. Using facts referenced from the Appendices, convince the reader that the issue you identified needs to be dealt with by management.

CEO Report Part 2: In part one you made a recommendation, now you need to provide the implementation plan details. **Look to the end of Chapter 12 for instructions.** Much like the first part of the report, this part should be in paragraph form in APA style.

Always cite your sources and make direct quotes of other people's words (" "). Always follow Policy 60. Turnitin similarity scores do not reliably indicate whether you have plagiarized.

In the group assignment, read, understand and help revise everyone's contribution.

The final case assignment is an individual case analysis submission due during the final exam period (see schedule). The individual case analysis has the same sections and formatting instructions as the group assignment.

Improper formatting of assignments and poor writing (i.e., typos, spelling and grammar errors) will result in significant grade reductions (up to 25% of the assignment's value).

Knowledge Tests:

The tests will take place in person (see schedule) and will consist of multiple choice questions that cover the material from chapters 1-7 (Knowledge Test 1) and 8-12 (Knowledge Test 2). They are closed-book tests administered via a new D2L shell titled BUS800 tests using the quiz feature (the same D2L location as the quiz). Students are expected to use approved browsers, and should familiarize themselves with the way quizzes work on D2L. Each test will have a 90 minute duration.

Participation:

Your presence and contribution to in-class learning is vital. Studies have shown that active learning, as we do in the exercises in class in this course, contributes to students retaining knowledge and building skills. This means being present and prepared, building on others' ideas, being ready to disagree with others, and developing your own position. Active engagement with the material and exercises is the best way to ensure success in this course.

- In Class 1, each instructor will explain their approach to monitoring individual participation, which is worth 15% of your final grade.
- As part of being respectful to your fellow classmates and to the conduciveness of a good learning environment, we all expect you to arrive on time and to be prepared. Most

importantly, we expect you to take an active role in the discussion by asking good questions (quality, not quantity), raising interesting points, and taking seriously your role in individual and team assignments.

- You may be assigned to complete exercises in class with your group as part of class participation. If virtual, your instructor will assign you to breakout rooms in Zoom to facilitate these exercises, and the instructor may visit your breakout room. During class, it is important to complete all group activities in the breakout room, and not via separate software not supported for use in class. If the instructor visits the breakout room and finds that students are not communicating using the breakout room, group members will be marked absent. It is also important to be prepared to present the results of your analysis in these exercises, which may be marked as part of participation.
- Participation formats may include, but are not limited to: contributing to the chat during class, speaking during class by unmuting your microphone, breakout room exercises, presentations, polls and quizzes in class using Zoom or D2L, and contributing to discussion boards on D2L before and/or after class. The 15% may be allocated as a combination of participation, discussions, small tests, and article discussions.

Absence from class or being unprepared to discuss assigned cases and book chapters means that you cannot participate effectively. A pattern of joining the class late or leaving early, or remaining silent in class, may also be treated as an absence at the discretion of your instructor. Your participation grade will therefore be impacted, as follows, with each mark worth 1% of your overall participation mark:

- unprepared or not present for 1 class, 1 mark penalty
- unprepared or not present for 2 classes, 3 mark penalty
- unprepared or not present for 3 classes, 6 mark penalty
- unprepared or not present for 4 classes, 10 mark penalty
- unprepared or not present for 5 classes, 15 mark penalty

Please note that you will be marked absent if you are not present when the instructor takes attendance. Attendance may be taken at any time during class, and may be taken multiple times during class. For example, if your instructor called attendance in the last half hour of the class or conducted a poll via Zoom and you were not present, even if you had attended the majority of the class, you could be marked absent. Use of the chat function or polling on Zoom may be used to record attendance.

Individual Presentations:

Each student will get a chance to make a presentation during the last two classes. Presentations are meant to demonstrate proficiency with oral presentations and mastery of course concepts.

Critical information:

- Due to the nature of the course, students are expected to attend all classes.
- Late assignments will be penalized as described. If you are unable to submit on the due date, arrange for an early submission. Any absence from class does not excuse you from meeting assignment deadlines.
- TMU requires that any official or formal communications from students be sent from their official TMU email account; email from other accounts will be ignored. Similarly, emails from the instructor will be sent only to your TMU account.
- It is your responsibility to clarify any ambiguities that you may find in course materials or this course outline - when in doubt, ask.
- **Assignments submitted via D2L will only be accepted in Word format. No pictures of text will be accepted, and no other formats will be accepted, including pdf documents.**
- It is your responsibility to check posted information on D2L frequently, and check for emails from the instructor.

Topics and Course Schedule

| Class | Date | Topic | Learning Outcomes | Readings (Before Class) |
|-------|----------|---|---|---------------------------------|
| 1 | Sept 2-8 | Structure of the course and book The Evolution of Canadian Business Strategy | <ul style="list-style-type: none">• Understand the roots of business strategy in companies in Canada• Develop a perspective that encompasses the complexity of the business environment.• Provide a roadmap for tailoring strategic alternatives to the realities of Canada's business environment.• Identify the industry or industries of the focal firm | Forward + Chapter 1 + Chapter 2 |

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| | | | <ul style="list-style-type: none"> ● Use stakeholder analysis to improve alternatives generation and selection | |
| 4 | Sept 23-29 | Generic Strategies and Strategic Groups | <ul style="list-style-type: none"> ● Understand the three principal generic strategies for competitive advantage; ● Recognize the paths that firms take from a focused to a broader generic strategy; ● Be able to apply a competitive positioning framework to firms within an industry and identify the strategic moves that firms must undertake in order to create a competitive advantage. | Chapter 6 |
| 5 | Sept 30-Oct 6 | Financial Analysis for Strategic Decision-Making | <ul style="list-style-type: none"> ● Understanding the importance of financial ratios ● Applying financial ratio analysis ● Recognizing Industry-Specific KPIs ● Completing Trend Analysis – Are Key Indicators Improving? ● Determining Strategic Alignment – Do Financial Metrics Align with The Business Plan? ● Benchmarking and Competitive Advantage – Is the Business Model Winning? | Chapter 7 |
| | Virtual sections only Sun Oct. 12 at 2pm (in person) | Knowledge Test 1 (Chapters 1 – 7) | | |
| 6 | Oct 7-10 plus Oct 20 (Monday classes) | Corporate Responsibility and Sustainability | <ul style="list-style-type: none"> ● Understand the need for responsible organizations ● Be aware of some of the latest developments in strategic thinking related to sustainability ● Be alert to the approaches and initiatives that are being developed across an array of different firms in response to the need for corporate responsibility | Chapter 8 Knowledge Test 1 (Chapters 1 – 7) in class for in person sections |

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| | | | and sustainable practices in the business environment | |
| | October 13-17 (Tue-Fri) | Fall break | | Group Case Analysis 1 - Appendices A-F & Peer Assessment Due by end of break |
| 7 | Oct 21-27 | Strategic Management of Technology and Innovation | <ul style="list-style-type: none"> ● Know the industry lifecycle and the meaning of early and late entry ● Learn to distinguish disruptive and sustaining innovations in a given industry ● Assess a focal company's positioning vis-a-vis the innovations and likelihood of benefiting from or being disadvantaged by the innovation ● Derive opportunities and threats from disruptive innovation analysis | Chapter 9 Group Case Appendices A-F returned to students with comments |
| | Monday Oct 27, 6 pm (in person) | Knowledge Test 1 Remake (evidence of justified absence required) | | |
| 8 | Oct 28-Nov 3 | Corporate Strategy | <ul style="list-style-type: none"> ● Understand the role of corporate strategy in organizations ● Be aware of some of the latest developments in strategic thinking related to corporate strategy ● Be alert to the approaches and initiatives that are being developed across an array of different firms in response to the need for different types of corporate strategy adopted by firms | Chapter 10 |
| 9 | Nov 4-10 | | <ul style="list-style-type: none"> ● Understand the scenario planning process | Chapter 11 |

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| | | Future Scenarios and Alternatives | <ul style="list-style-type: none"> ● Recognize how future scenarios of the external and internal environments facing the firm are created ● Be able to identify how issues requiring managerial attention emerge from the scenario development process ● Understand how to develop and recommend alternative strategies that address issues requiring managerial attention | |
| 10 | Nov 11-17 | Strategic Implementation | <ul style="list-style-type: none"> ● Lead the strategy implementation process with clear direction and active involvement. ● Choose the appropriate decision-making style (centralized or decentralized) based on organizational needs. ● Align people, strategy, and structure to ensure cohesive execution. ● Recruit, train, and retain the right talent to drive strategic initiatives. ● Develop and enhance the firm's resources and capabilities to maintain competitive advantage. ● Design an organizational structure that supports strategic goals and efficient workflows. ● Adapt decision-making processes to balance control, flexibility, and responsiveness. | <p>Chapter 12</p> <p>Knowledge Test 2</p> <p>in class for in person sections</p> |

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| 11 | Nov 18-24 | Individual Presentations | | Group Case Analysis 2 including Revised Appendices & Peer Assessment Due 11:30pm via D2L day before class |
| | Virtual sections only Sun Nov 23 at 2pm (in person) | Knowledge Test 2 (Chapters 8 – 12) | | |
| 12 | Nov 25-Dec 1 | Individual Presentations | | |
| | Monday, Dec 1 at 6pm (in person) | Knowledge Test 2 Remake (evidence of justified absence required) | | |
| | Dec 4-15 | Final Exam Period | | Individual Case Analysis Appendices and CEO Report Parts 1 & 2 Due 11:30 PM on Dec 10 via D2L. |

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 head shot of yourself as well as your name if you are not going to keep your video on (these features are accessible from within the Zoom settings).
- Your instructor may record parts of some sessions. You will be notified on Zoom if the session is recorded.
- Mute your microphone until it is your turn to speak.
- When you are speaking, please turn your video on when possible and appropriate.
- For any side conversations please use the Chat feature. Don't assume that the professor is able to track these conversations so be prepared to raise your hand using the correct button within Zoom.
- If you need to gain the attention of the professor beyond raising your hand, please unmute your microphone and say "Question Please".
- Do not annotate others unless requested to do so.
- Follow professional conduct and be polite.
- Do not share the Zoom link with others.
- Students are not permitted to record any part of a Zoom or other virtual activity session with their professor, whether as part of a lecture or an informal meeting.
- Familiarize yourself with the tools you will need to use for remote learning. The [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 the all components of this course reflects on the professionalism and reputation of you, your group members, this course and program, and Toronto Metropolitan University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times. For the purposes of this course, unprofessional behavior includes, but is not limited to, any of:

- Missing student and instructor meetings without giving reasonable notice and reason.
- Not participating fully in group activities in class and for assignments, which may be measured by peer evaluations or group reports submitted to instructors.
- Toronto Metropolitan University policies provide accommodation for a variety of circumstances, and seek to avoid bias of several kinds. You are expected to adhere to these policies in your group work and in interactions with students and professors. It is your responsibility to understand these policies, including religious accommodation, academic accommodation, and what constitutes bias for equity-deserving groups.

Important Resources Available at Toronto Metropolitan University

- [The 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

- The instructor is committed to making this course accessible to students with disabilities and improving the accessibility of the course.
- For instance, makeup exams, flexible exam locations and length.
- A student should contact their instructor if they discover an accessibility barrier with any course materials or technologies.

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.