

Course ID:	Course Title:	Spring 2022
LE 633	Leadership & Resilience	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Terry Young, PhD	First Day of Class:	May 2, 2022
Days:	May 2-6, 2022	Email:	teyoung@ambrose.edu	Last Day to Add/Drop:	End of the First Day of Class
Time:	8:45am to 4pm daily	Phone:	403-585-8592	Last Day to Withdraw:	End of the Last Day of Class
Room:	L2100	Office:	NA	Last Day to Apply for Coursework Extension:	End of the Last Day of Class
		Office Hours:	By ZOOM Appt	Last Day of Class:	May 6, 2022

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

A study of the biblical call to endurance in life and service, complemented by an examination of contemporary research on resilience. A variety of case studies will be explored and analyzed prompting students to create a personal resilience strengthening strategy.

In these turbulent times, nearly everyone is facing the need for greater resilience. Resilience is the ability to adapt and then thrive in the face of multiple, ongoing changes and challenges. Resilient leaders and organizations develop skills to persevere and focus their efforts when the going gets tough. This course will examine the biblical call to endurance and perseverance, followed by an examination of historical / contemporary research on resilience. A variety of case studies will be explored in order to increase our skills in coming back from the many pressures and adversities we encounter in diverse leadership contexts.

Expected Learning Outcomes

Cultivating a heart after God by:

- Shaping a heart posture of leadership that is marked by clarity, calmness, and confidence. What does it mean to strengthen the spine of your identity and the soul of your leadership?
- To assess one's own resiliency through the use of personal reflection and assessment tools

Fostering vocational clarity and effectiveness by developing:

- Participants will understand the patterns and processes that contribute to collapse and/or burnout AND those that contribute to flourishing essential to personal and team resilience. Participants will understand the vital dimensions of the spiritual, mental, emotional, and practical disciplines

Nurturing theological depth and breadth by:

- To understand resilience and the research in the field that has shaped our current understanding of the concept and to then establish a biblical / theological template for endurance in adversity

Inspiring redemptive engagement by

- To shape a clear resilience model for future leadership that will allow the individual student to leave this course with a personal plan for shaping a more resilient life.

Required and Recommended Textbooks and Readings

Resilience: The Science of Mastering Life's Greatest Challenges by Steven Southwick and Dennis Charney, Cambridge University Press.

A Resilient Life by Gordon MacDonald, Nelson Books.

Leading at the Edge by Dennis Perkins, Amacom OR ***Tempered Resilience*** by Tod Bolsinger, IVP OR ***Resilient Ministry*** by Burns, Chapman & Guthrie, IVP.

The Resilient Leader Reader – A compilation of articles and materials on the theory and practice of resilience. This will be made available on the first day of the Session.

Course Schedule

Day One

Chapters 1 & 2 in Southwick & Charney – What is Resilience? / Optimism AND pp. 1-36 in MacDonald
Chapter 3 In S & C – Facing Fear

Day Two

Chapters 4 & 5 In S & C – Moral Compass / Religion & Spirituality AND pp. 37-66 in MacDonald
Dead Leader Walking – Wayne Cordeiro
Intro to Social Support Dimension

Day Three

Chapters 6 & 7 In S & C – Social Support / Role Models AND pp. 197-238 in MacDonald
The Shackleton Story and Resilience

Day Four

Chapters 8 & 9 In S & C – Physical Fitness / Mental Fitness AND pp. 147-172 in MacDonald / Read HBR pp. 37-70
Stan Wiens – Guest Presenter

Day Five

Chapters 10 & 11 in S & C – Cognitive & Emotional Fitness / Meaning AND pp. 173-196 in MacDonald
The Upside of Stress - McGonigal
Chapter 12 in S & C – Practice of Resilience AND pp. 93-141 in MacDonald

Requirements:

#1 – My Resilience Story & Personal Resilience Assessment – **15% - Due May 13th**

In no more than **three pages** reflect on a personal story of resilience in your own life. Pick an experience of challenge, trauma, or great pressure and describe what happened and then how you handled it mentally, emotionally, physically, and spiritually. This need not be a success story – it may be a story of a challenge handled poorly. As you frame your Story navigate through the following questions:

What was your experience – the challenge, the crisis, the test or trial you faced?

What were your early (first) reactions? – Emotions? Thoughts? Behaviors? Conclusions?

What resources did you call in? People? Counsel? Personal spiritual disciplines? Other?

When were you at your best during this time of testing and adversity?

When were you at your worst?

Looking back – How would you have handled this situation differently with the advantage of hindsight?

What is one major thing you have gleaned about your own coping style from this story?

#2 – My Theology of Adversity **-15% - Due May 20th**

In one page summarize ten declarations, principles, or statements that summarize your theology of adversity or suffering. Take time to think on biblical truth (stories and propositional teachings) that informs you about the reality of suffering and adversity in our world and then set them down in simple statements. Cite biblical foundation for each declaration. Your guide for length is to fit these on one page and one page only. We will take time on Friday for discussion on our framing to date on this assignment.

#3 – Reflection Paper on Text of Your Choice - **25% - Due June 3rd**

#4 – My Resilience Strategy - My Personal Plan for Crafting a More Resilient Life – **35% - June 17th**

As a result of our class discussions/deliberations, your readings and reflections – shape your thoughts using the **template provided** for framing the ingredients of a resilient life. This template must honestly assess your current reality in each ingredient and then your sense of next steps for strengthening each aspect of resilience. The use of rich pictures or metaphors will be the key to this strategy project so think visual. This project will be ongoing as you read, reflect, and interact week by week. If you stay with this weekly your project will be 90% complete by the last week of our postings.

Format is provided - Key is being concise with your plan – Remember “less is more” and a rich picture can be worth a thousand words

#5 – Reading – **10%**

Attendance:

Students are expected to be present day by day as outlined in the syllabus.

Grade Summary:

Evaluation: Determination of Final Grade:

#1 - My Resilience Story	15% - May 13
#2 - Theology of Adversity	15% - May 20th
#3 – Reflection Paper	25% - June 3rd
#4 - My Resilience Strategy	35% - June 17 th
#5 – Reading	10% - June 30th

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	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.

Other:

Rubric for Grading: Personal Resilience Story – 15 Credits Total – Due May 13

<p>Story is presented as required in the assignment- Key Questions addressed and engaged with at one of the following levels:</p>	<p>The story is comprehensive. The story is told in a compelling fashion and evidences deep wrestling with the experience 10 credits</p>	<p>The story is told in such a way that it is good. Time has been taken with each question and answered in a clear and concise manner 8-9 credits</p>	<p>The description of this event in your life appears adequate. We can get a general sense of this event in your life but there is color and light missing in how the story is being told. 6-7 credits</p>	<p>The descriptions and content is inadequate. Sorry, not quite sure what really happened and how this event affected you . . . <5 credits</p>
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Quality of writing	Quality is at the level expected of a graduate student. Almost no errors in grammar or spelling. APA format with almost no errors. 5 credits	Quality is approaching the level expected of a graduate student. Almost no errors in grammar and spelling. APA format with almost no errors. 4 credits	The message has been communicated but the quality of writing is not at the level expected of a graduate student. APA format but has errors. 3 credits	The quality of writing makes the message difficult to interpret. Student does not use APA formatting. 2 or less credits
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Rubric for Grading: Theology of Adversity – 15 Total Credits – Due May 20th

This assignment is a simple one-page summary of your Theology of Adversity. These ten declarations or principles drawn from your own reflection on Biblical stories, propositional truth, and other reading are to be concise statements backed up by biblical references. The 10 full credits will be based on a very well framed page that reflects depth of thinking and expression. 8-9 credits will be granted for a good summary / 7 or less credits for a page that is incomplete in terms of principles and references.

Rubric for Grading: My Personal Resilience Strategy – 35 Total Credits – Due June 17th

Following the template provided for this project, the student has taken time and expended effort to seriously self-reflect about their current reality and their future goals in at least two of the ten dimensions.	Excellent coverage of the ten dimensions in view and a well thought through strategy for strengthening one’s resilience in at least four categories. The template is completed with rich word pictures or metaphors for each of the ten dimensions – reflecting current reality and future desires. 29-30 credits	Good coverage of the ten dimensions in view and a strategy for strengthening one’s resilience in at least three categories. The template is completed in with good word pictures for at least 8 of the dimensions – reflecting current reality and future desires. 27-28 credits	Satisfactory coverage of the ten dimensions in view and a strategy for strengthening one’s resilience in at least two categories. The template is completed with adequate word pictures for at least 6 of the dimensions – reflecting current reality and future desires. 24-26 credits	Unsatisfactory coverage / incomplete template / Lack or deficiency of word pictures or metaphors reflecting current reality and future desires. 23 or less credits
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Other:

The Big Questions of This Course:

Throughout this course I encourage you to have these questions in mind. We will seek to weave these questions and some attempt at answers as we journey over the next two months. Our weekly guide for posting and your own Personal Resilience Story will touch in on some of these questions directly. Feel free to add your own big questions as well...

1. What does the work of the Spirit have to do with my personal resilience?
2. Is building resilience through skills, attitudes, and effort a sign that I lack faith to believe God for strength and perseverance?
3. Hebrews 12 makes it clear that I am to “run the race with resilience” – the question is how do I do this in a God-honoring way?
4. Is resilience a fixed attribute or does every situation call for its own resiliency response?
5. What bearing does gender have on the matter of resilience? Is there any inherent difference between men and women in terms of coping skills, style, and strength?
6. When bad things happen we often move from the adversity to an emotion or an action is response to the adversity. Why is a cognitive step needed in order to examine and then reframe all adversity?
7. Is there a qualitative difference between being a survivor and being resilient?
8. Why is it that two people going through the exact same adversity respond so differently – one climbs through it, the other collapses under it?
9. Why is burnout and leadership attrition so great among pastors, teachers, business leaders? Should we not be models of healthy endurance under pressure?
10. Is there something missing in our training process that undermine resilience or that ignores the development of greater hardiness in the face of life, business, and ministry pressure?
11. How could a thorough going theology of suffering make a difference in the life of a leader?
12. How does a weak or absent theology of adversity and suffering make us vulnerable to easy “quit points” on our journey?
13. How would I respond to this question - Do I have the spiritual, emotional, physical stamina to run the entire race of life and cross the finish line with the kind of kick for which so many great runners are known?
14. How do I overcome the life patterns and messages of my past that cause me to reach for and then throw in the towel so easily? How is it possible to re-grow a back bone and to become a person of perseverance in the face of any trial?
15. What is the proper balance in my life between what is my part, what is God’s role, and what is the role of the organization I serve in fostering my resilience? Is it all up to me to become more hardy or is it more complex than me against the world?
16. How can we best respond to those who collapse under the burdens of life? How can I best help someone who is simply not resilient?
17. What must the church do differently if we are to raise up men and women of resilience? How important will this task be in the face of mounting pressures on those who claim to follow Christ in this world?

How does resilience research inform us and challenge us about the way we are raising our children and youth? Is resilience a vital life skill or something that is optional equipment designed for those who may venture into dangerous territory or excessively demanding roles?

The Resilient Leader
Resources

Adams, Marilee. *Change your questions change your life: Ten powerful tools for life and work*. San Francisco: Barrett-Koehler, 2004. ISBN 13-978-1-57675-241-8.

Allen, David. (2001). *Getting things done: The art of stress-free productivity*. Penguin Books: Toronto.

Allen, D. (2003). *Ready for anything: Fifty-two productivity principles for work and life*. London: Penguin Books.

Allender, D. (2006). *Leading with a limp: Turning your struggles into strengths*. Colorado Springs: Waterbrook.

Amabile, T. & Kramer, S. ((2011). *The progress principle: Using small wins to ignite joy, engagement, and creativity at work*. Boston: Harvard Business Review Press.

Argyris, C. (1976). *Increasing leadership effectiveness*. New York: Wiley-Inter-science.

Anderson, Fil. (2004). *Running on empty*. Waterbrook Press.

Argyris, C. & Schon, D. (1974). *Theory in practice: increasing professional effectiveness*. San Francisco: Jossey-Bass.

Au, Wilkie. (2008). *The enduring heart: Spirituality for the long haul*. Novolis Publishing.

Bolsinger, Tod. (2020). *Tempered resilience: How leaders are formed in the crucible of change*. Downers Grove, IL: Inter-Varsity Press.

Boyatzis, Richard & McKee, Annie. (2005). *Resonant leadership: Renewing yourself and connecting with others*. Boston: Harvard Business School Press.

Bregman, P. (2018). *Leading with emotional courage: How to have hard conversations, create accountability, and inspire action on your most important work*. Hoboken, NJ: John Wiley & Sons.

Burns, B., Chapman, T. & Guthrie, D. (2013). *Resilient ministry: What pastors told us about surviving and thriving*. Downers Grove, IL: Inter Varsity Press.

Burns, David. (1990). *The feeling good handbook*. New York: Penguin Books.

Burke, Dale. (2007). *Take back your life: 10 choices to give you more time, more energy, and better relationships*. Eugene, OR: Harvest House.

Burke, Dale. (2004). *How to lead and still have a life: The 8 principles of less is more*. Eugene, OR: Harvest House.

Butler, Gillian & Hope, T. (2007). *Managing your mind: The mental fitness guide*. Second Edition. New York: Oxford University Press.

Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: Harper Collins.

- Conner, D. (1992). *Managing at the speed of change: How resilient managers succeed and prosper where others fail*. New York: Random House.
- Conner, D. (1998). *Leading at the edge of chaos: How to create the nimble organization*. New York: John Wiley & Sons.
- Colvin, Geoff. (2009). *The upside of downturn: Ten management strategies to prevail in the recession and thrive in the aftermath*. New York: Portfolio Penguin.
- Covey, Stephen R. (1989). *The seven habits of highly effective people: Powerful lessons in personal change*. Toronto: Simon & Schuster.
- Corderio, W. & Lewis, R. (2005). *Leading on empty*. San Francisco: Jossey-Bass.
- Cordeiro, Wayne. (2007). *The divine mentor: Growing your faith as you sit at the feet of your Savior*. Minneapolis: Bethany House. 2007.
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Collins.
- Erikson, K. (1994). *A new species of trouble: The human experience of modern disasters*. New York: Norton.
- Friedman, E. H. (2007). *A failure of nerve: Leadership in the age of the quick fix*. New York: Seabury.
- Hamel, Gary. (2002). *Leading the revolution: How to thrive in turbulent times by making innovation a way of life*. Toronto: Penguin Books, 2002.
- HBR's 10 must reads: On managing yourself. (2010)*. Boston, MA: Harvard Business Review Press.
- Heifetz, R.A. (1994). *Leadership without easy answers*. Cambridge, MA: The Bellknap Press of Harvard University Press.
- Heifetz, R. A. & Linsky, M. (2002). *Leadership on the line: Staying alive in the dangers of leading*. Cambridge, MA: The Bellknap Press of Harvard University Press.
- Holiday, R. (2014). *The obstacle is the way: The timeless art of turning trials into triumph*. New York: Penguin Book
- Hughes, Richard L. & Katherine Beatty. (2005). *Becoming a strategic leader: Your role in your organizations enduring success*. San Francisco: John Wiley.
- Kauffman, J., Ed. (2002). *Loss of the assumptive world: A theory of traumatic loss*. New York: Brunner-Routledge.
- Klein, M. & Napier, R. (2003). *Courage to act: Five factors of courage to transform business*. Palo-Alto, Ca. Davies-Black.
- Kouzes, J. & Posner, B. (1999). *Encouraging the heart: A leader's guide to rewarding and recognizing others*. San Francisco: Jossey-Bass.

- Kouzes, J. & Posner, B. (1990). *The leadership challenge: How to make extraordinary things happen in organizations*. San Francisco: Jossey-Bass.
- Lawrence, R. (2018). *Spiritual grit: A journey into endurance, character, confidence, and hope*. Loveland, CO: Group Publishing Inc.
- Lencioni, Patrick. (2008). *The three big questions for a frantic family: A leadership fable*. San Francisco: Jossey Bass.
- Levinson, Harry. (2006). *The Psychology of Leadership*. Boston: Harvard Business School Press.
- Loehr, Jim & Tony Schwartz. (2003). *The power of full engagement: Managing energy, not time, is the key to high performance and personal renewal*. Toronto: Free Press.
- Lucado, Max. (2005). *Cure for the common life: Living in your sweet spot*. Nashville: Thomas Nelson.
- MacDonald, Gordon. (2009). *A resilient life*. Nashville: Nelson Books
- Maddi, Salvatore & Khoshaba, Deborah. (2005). *Resilience at work: How to succeed no matter what life throws at you*. New York: AMACOM.
- Marston, A. & Marston, S. (2018). *Type R: Transformative resilience for thriving in a turbulent world*. New York: Public Affairs.
- Martin, Roger. (2009). *The opposable mind: Winning through integrative thinking*. Boston: Harvard Business Press, 2009.
- Maxwell, John. (2009). *How successful people think*. Nashville: Centre Street.
- McGonigal, Kelly. (2015). *The upside of stress: Why stress is good for you, and how to get good at it*. New York: Penguin Random House.
- Neck, Christopher & Charles Manz. (2010). *Mastering self-leadership: Empowering yourself for personal excellence*. Fifth Edition. Toronto: Pearson.
- Neenan, M. (2009). *Developing resilience: A cognitive behavioural approach*. New York: Routledge
- Noer, D.M. (1997). *Breaking free: A prescription for personal and organizational change*. San Francisco: Jossey-Bass.
- O'Toole, J. (1995). *Leading change: Overcoming the tyranny of custom and the power of tradition*. San Francisco: Jossey-Bass.
- Palmer, Parker. (2004). *A hidden wholeness: The journey toward an undivided life*. San Francisco: Jossey Bass, 2004.
- Palmer, Russell. (2008). *Ultimate leadership: Winning execution strategies for your situation*. Toronto: Pearson, 2008.
- Palus, C. & Horth, D. (2002). *The leader's edge: Six creative competencies for navigating complex challenges*. San Francisco: Jossey-Bass.

- Peltin, Scott & Rippel, Jogi. (2012). *Sink, float, or swim*. Munich: Redline Verlag.
- Petrie, N. & Roger, D. (2017). *Work without stress: Building a resilient mindset for lasting success*. New York: McGraw Hill Education.
- Quinn, R. (1996). *Deep change: Discovering the leader within*. San Francisco: Jossey-Bass.
- Quinn, R. (2004). *Building the bridge as you walk on it: A guide for leading change*. San Francisco: Jossey-Bass.
- Redmond, A. & Crisafulli, P. (2010). *Comebacks: Poweeful lessons from leaders who endured setbacks and recaptured success on their terms*. San Francisco: Jossey-Bass.
- Reivich, K. & Shatte, A. (2002). *The resilience factor*. New York: Broadway Books.
- Sarmaz, Kamal. (2008). *Mental resilience: How to develop the focus of a warrior and the peace of a monk*. Novago, CA: New World Library.
- Scazzerio, Peter. (2006). *Emotionally healthy spirituality: Unleashing a revolution in your life in Christ*. Nashville: Integrity.
- Schwartz, P. (1991). *The art of the long view: Planning for the future in an uncertain world*. New York: Doubleday.
- Searby, M. (2015). *The resilient pastor: Ten principles for developing pastoral resilience*. Eugene, OR: Wipf and Stock Publishers.
- Segal, Jeanne. (2008). *The language of emotional intelligence: The five essential tools for building powerful and effective relationships*. Toronto: McGraw Hill. 2008.
- Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Currency/Doubleday.
- Siebert, Al. (2005). *The resiliency advantage: Master change, thrive under pressure, and bounce back from setbacks*. San Francisco: Berrett-Koehler.
- Siegel, Daniel J. (2012). *The pocket guide to interpersonal neurobiology*. New York: W. W. Norton & Company, Inc.
- Thompson, H. L. (2010). *The stress effect: Why smart leaders make dumb decisions and what to do about it*. San Francisco: Jossey-Bass.
- Thrall, Bill & Bruce McNicol & John Lynch. (2004). *True faced: Trust God and others with who you really are*. Colorado Springs: Nav Press, 2004.
- Useem, M. (1998). *The leadership moments: Nine true stories of triumph and disaster and their lessons for us all*. New York: Random House.
- Weick, K. E., K. M. Sutcliffe. 2001. *Managing the unexpected*. San Francisco, CA: Jossey-Bass.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

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.

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. Please refer to your professor regarding their electronic etiquette expectations.

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.

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. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

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.

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

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888