

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2023</b>
LE 503	Leadership and Leadership Formation	<b>Prerequisite:</b>
		<b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In-Person or Zoom	<b>Instructor:</b>	Rev. Bryce Ashlin-Mayo, DMin, MDiv, BTh	<b>First Day of Classes:</b>	September 7, 2023
<b>Days:</b>	Thursdays	<b>Email:</b>	Bryce.ashlin-mayo@ambrose.edu	<b>Last Day to Add/Drop:</b>	September 17, 2023
<b>Time:</b>	8:15am – 11:00am, MST	<b>Phone:</b>	403-701-0983	<b>Last Day to Withdraw:</b>	November 20, 2023
<b>Room:</b>	REL 146	<b>Office:</b>	403-410-2000 ext 6905		
<b>Lab/Tutorial:</b>	None	<b>Office Hours:</b>	By Appointment	<b>Last Day to Apply for Extension:</b>	November 1, 2023
<b>Final Exam:</b>	None	<b>Class Zoom Link:</b> <a href="https://ambrose.zoom.us/j/94475140416">https://ambrose.zoom.us/j/94475140416</a>			

### 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

An exploration, analysis, and application of the field of leadership and personal leadership skills in adaptive leadership placed around the core issue of character development.

### Expected Learning Outcomes

- Cultivating a heart after God by:
  - Developing the heart and character of a leader who displays humility, courage, and confidence in the face of a rapidly complex and changing world.
  - Forming the posture of leaders to develop and grow over a lifetime through experience and learning.
- Fostering vocational clarity and effectiveness by:
  - Exploring and analyzing various leadership theories, principles, and practices.
  - Understanding and applying the principles and practices of adaptive leadership.
- Nurturing theological depth and breadth by:
  - Understanding and critically reflecting on contemporary leadership philosophies and methodologies from a biblical and theological perspective.
- Inspiring redemptive engagement by:
  - Creating a personalized philosophy of leadership that can help the student integrate the material into their life as well as their present and future ministries.

## Class Zoom Link

<https://ambrose.zoom.us/j/94475140416>

Meeting ID: 944 7514 0416

## Required and Recommended Textbooks and Readings/Listenings

- Bolsinger, Tod. *Canoeing the Mountains*. Downers Grove: IVP Books, 2015.
- Heifetz, Ronald and Linsky, Marty. *Leadership on the Line*. Boston: Harvard Business Review Press, 2017.
- Sweet, Leonard. *I Am a Follower: The Way, the Truth, and the Life of Following Jesus*. Nashville: Thomas Nelson, 2012.
- Listen to Episodes 1-3 of the "Rise and Fall of Mars Hills" Podcast:  
<https://www.christianitytoday.com/ct/podcasts/rise-and-fall-of-mars-hill/>
- Read one of the books listed here: <https://www.businessinsider.com/guides/learning/influential-business-books>

## Course Schedule

WEEK	TOPIC	ASSIGNMENT/ACTIVITY	ASSIGNMENT/EXERCISE DUE DATE
WEEK ONE (Sept 7)	Leadership Defined	Introductions Syllabus Review Definition of Leadership	None
WEEK TWO (Sept 14)	Theological and Biblical Foundations of Leadership	What is Christian Leadership? Biblical Considerations for Leadership Theological Considerations for Leadership	None
WEEK THREE (Sept 21)	Leadership as Followership	Book Discussion <b>***This class will be held on Zoom***</b> <i>Zoom code available on Moodle</i>	Book Review of <i>I Am Follower</i>
WEEK FOUR (Sept 28)	Leadership Styles and Models	Leadership Styles Case Studies using ChatGPT	None
WEEK FIVE (Oct 5)	Adaptive Leadership	Adaptive Leadership Case Studies using ChatGPT	Book Review of <i>Leadership on the Line</i>
WEEK SIX (Oct 12)	Leadership Formation and Development	Leadership Formation and Development GUEST: 9:45am – 11:00am	None
WEEK SEVEN (Oct 19)	Leading with Vision and Purpose	Leading with Mission, Purpose, Vision, Values Group Exercise	None
WEEK EIGHT (Oct 26)	Leading and Managing Teams	Leading and Managing Teams Group Exercise	Class Presentations 1,2,3
WEEK NINE (Nov 2)	Leading and Managing Change and Conflict	Leading and Managing Change and Conflict	Class Presentations 4,5,6

WEEK TEN (Nov 9)	READING WEEK		
WEEK ELEVEN (Nov 16)	NO CLASS		
WEEK TWELVE (Nov 23)	Ethical Leadership and Accountability	Ethical Leadership and Accountability Case Study: Mars Hill Church	Listen to the Mars Hill Podcast Class Presentations 7,8,9 Critical Reflection Assignment
WEEK THIRTEEN (Nov 30)	Leading into the Unknown	Book Discussion	Book Review of <i>Canoeing the Mountains</i> Class Presentation 10,11,12
WEEK FOURTEEN (Dec 7)	TBA	Topic Chosen by Class Interest	Philosophy of Leadership Assignment

### Requirements and Assignments:

#### Attendance and Participation

Students are expected to attend all classes and participate in class discussions and group assignments. This is vital to the course, and students who miss more than three classes (without extenuating circumstances and professor permission) will not pass the course.

#### Write a 750-word report on each of the required books – 30% (10% each)

Write a 750-word report on each of each of the three required texts. These reports should include an *approximately* 250-word summary of the main idea of the book, 250 words on what you agreed with, and 250 words on what you disagreed or struggled with in the material).

DUE: *I Am a Follower* - September 21; *Leadership on the Line* - October 5; *Canoeing the Mountains* - November 30

#### Leadership Presentations – 20%

In groups of three, complete a 15-minute class presentation of a leader to be shared in class. The presentation should include a basic biography of the leader, what leadership style(s) and model(s) they used, what they accomplished as a leader, what challenges they faced, what their leadership successes and failures were, and what we can learn from their example. Marks are given for both content and creativity in the presentation. The leader must be from the last 100 years, can be Christian or non-Christian, and must be approved by the instructor (to avoid duplication). The process for this will be highlighted in class/Moodle.

DUE: See the schedule that will be posted on Moodle

#### Leadership Presentation Reflection – 10%

Write a 500-word personal reflection on your leadership presentation group work. Answer the following questions: How did you work together as a team? How was leadership demonstrated in your group (by whom and how)?

DUE: One week following your class presentation.

#### Critical Reflection – 20%

Read one of the books [here](#)<sup>1</sup> and write a 3000-word biblical and theological critique (including areas of agreement and disagreement) based on the information gleaned from the course and the reading. Use reference tools with footnotes (2-3 footnotes per page) and include a Works Cited section.

DUE: November 23

**Write a 500-word personal philosophy of leadership – 20%**

Based on what you have learned in the course, write a 500-word personal philosophy of leadership that could be shared with a future employer about how you plan to lead, the way you view leadership, etc.

DUE: December 7

**Submission of Assignments:**

All written assignments are to be submitted electronically through the designated Moodle site. It is important that all submissions be formatted as a *Microsoft Word* document, **NOT PDF**.

Basic Format: Papers should all be written as follows:

- *Microsoft Word* File Format
- Print is to be the equivalent of 12-point font.
- Double-spaced
- All pages are to be numbered
- Citation of Sources: The learner is free to use his/her preferred style (e.g. Kate Turabian's *A Manual for Writers*, *The Chicago Manual of Style*, etc.), but must remain consistent throughout the entire paper.

**Please read carefully:** All Assignments should be submitted via Moodle on or before the due date. If an extension is needed, please contact the instructor in advance. Extensions will only be granted in serious situations outside of the student's control. Late assignments without pre-approved extensions will lose 10% per day late. Once an assignment is seven days late, it will receive a zero. 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.

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<sup>1</sup> <https://www.businessinsider.com/guides/learning/influential-business-books>

**Grade Summary:**

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

Percentage and Letter Grade equivalency are as follows:

<u>Letter Grade</u>	<u>Percentage</u>
A+	98% - 100%
A	94% - 97%
A-	90% - 93%
B+	85% - 89%
B	80% - 84%
B-	75% - 79%
C+	70% - 74%
C	65% - 69%
C-	60% - 64%
D+	55% - 59%
D	50% - 54%
F	0% - 49%

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 the student registration system. Printed grade sheets are not mailed out.

## Class Bibliography:

- Allender, D. *Leading with a Limp: Turning Your Struggles into Strengths*. Colorado Springs: Waterbrook, 2006.
- Arnold, C. *Small Move, Big Change: Using Micro-Resolutions to Transform Your Life Permanently*. New York: Penguin, 2014.
- Banks, R., and M. Ledbetter. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids: Baker, 2004.
- Barna, G., ed. *Leaders on Leadership*. Ventura, CA: Regal, 1997.
- Barton, R. H. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Downers Grove, IL: Intervarsity Press, 2008.
- Blackaby, H. T., and R. Blackaby. *Spiritual Leadership: Moving People on to God's Agenda*. Broadman & Holman, 2001.
- Blackaby, H. T., and R. Blackaby. *Spiritual Leadership*. Nashville: Broadman & Holman, 2002.
- Blanchard, K. *Lead Like Jesus: Lessons from the Greatest Leadership Role Model of All Times*. Nashville: Word, 2005.
- Bolsinger, T. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Downers Grove, IL: IVP Books, 2015.
- Borek, J., D. Lovett, and E. Towns. *The Good Book on Leadership: Case Studies from the Bible*. Nashville: Broadman & Holman, 2005.
- Carucci, R. *Leadership Divided: What Emerging Leaders Need and What You Might Be Missing*. San Francisco: Jossey-Bass, 2006.
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- Cole, Neil. *Organic Leadership: Leading Naturally Right Where You Are*. Grand Rapids: Baker Books, 2009.
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- Collins, J. C. *Good to Great: Why Some Companies Make the Leap and Others Don't*. New York: Harper Collins, 2002.
- Collins, J. *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*.
- Collins, J. C. *How the Mighty Fall: And Why Some Companies Never Give In*. New York: Harper Collins, 2009.
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- Conger, J., and R. Riggio, eds. *The Practice of Leadership: Developing the Next Generation of Leaders*. San Francisco: Jossey-Bass, 2007.
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- Cousins, Don. *Experiencing Leadership: Letting Go of Leadership Heresies*. Colorado Springs: David C. Cook, 2008
- Crouch, Andy. *Culture Making: Recovering Our Creative Calling*. Downers Grove, IL: Intervarsity Press, 2008.
- Crouch, Andy. *Playing God: Redeeming the Gift of Power*. Downers Grove, IL: Intervarsity Press, 2013.

- Fairhurst, G. T., and R. A. Sarr. *The Art of Framing: Managing the Language of Leadership*. San Francisco: Jossey-Bass, 1996.
- Figliuolo, M. *One Piece of Paper: The Simple Approach to Powerful, Personal Leadership*. San Francisco: Jossey-Bass, 2011.
- Forman, Rowland, et al. *The Leadership Baton: Intention Strategy for Developing Leaders in Your Church*. Grand Rapids: Zondervan, 2004.
- Fryling, Robert. *The Leadership Ellipse: Shaping How We Lead by Who We Are*. IVP Books, 2010.
- Gardner, J. W. *On Leadership*. New York: The Free Press, 1990.
- Greenleaf, R. K. *Servant Leadership: A Journey in the Nature of Legitimate Power and Greatness*. New York: Paulist Press, 1977.
- Heifetz, R. A., and M. Linsky. *Leadership on the Line: Staying Alive in the Dangers of Leading*. Cambridge, MA: The Belknap Press of Harvard University Press, 2002.
- Heifetz, R. A. *Leadership Without Easy Answers*. Cambridge, MA: The Belknap Press of Harvard University Press, 1994.
- Heifetz, R. A., A. Grashow, and M. Linsky. *The Practice of Adaptive Leadership*. Boston: Harvard University Press, 2009.
- Johansen, B. *The New Leadership Literacies: Thriving in a Future of Extreme Disruption and Distributed Everything*. Oakland, CA: Berrett-Koehler Publishers, 2017.
- Kahane, A. *Solving Tough Problems: An Open Way of Talking, Listening, and Creating New Realities*. San Francisco: Berrett-Koehler, 2004.
- Kahane, A. *Collaborating with the Enemy: How to Work with People You Don't Agree with or Like or Trust*. San Francisco: Berrett-Koehler Publishers, 2017.
- Kanter, R. M. *Think Outside the Building: How Advanced Leaders Can Change the World One Smart Innovation at a Time*. New York: Public Affairs Hachette Book Group, 2020.
- Keel, Tim. *Intuitive Leadership: Embracing a Paradigm of Narrative, Metaphor, and Chaos*. Grand Rapids: Baker Books, 2007.
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- Kethledge, R., and M. S. Erwin. *Lead Yourself First: Inspiring Leadership through Solitude*. New York: Bloomsbury, 2017.
- Kotter, J. *Leading Change*. Boston: Harvard Business School Press, 1996.
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- Nanus, B., and S. Dobbs. *Leaders Who Make a Difference: Essential Strategies for Meeting the Non-Profit Challenge*. San Francisco: Jossey-Bass, 1999.
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- O'Toole, J. *Leading Change: Overcoming the Tyranny of Custom and the Power of Tradition*. San Francisco: Jossey-Bass, 1995.
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- Sanders, J. O. *Spiritual Leadership*. Chicago: Moody Press, 1980.
- Senge, P. M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday Currency, 1990.
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- Sweet, Leonard I. *I Am a Follower: The Way, Truth, and Life of Following Jesus*. Thomas Nelson, 2012.
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- Williams, D. *Leadership for a Fractured World: How to Cross Boundaries, Build Bridges, and Lead Change*. Oakland, CA: Berrett-Koehler Publishers, 2015.





## **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](http://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**

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](mailto: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](https://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](https://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](http://www.calgarycasa.com)

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