

Course ID:	Course Title:	2025 Winter
SO 440	Religion and Culture in Canada	Prerequisite: SO 200-level
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Joel Thiessen, PhD	First Day of Class:	February 18 (*readings/assignments begin January 13)
Days:	Feb.18 (Tuesday) – Feb.22 (Saturday)	Email:	jathiessen@ambrose.edu	Last Day to Add/Drop:	February 18
Time:	9am-4pm	Phone:	403-407-9442	Last Day to Withdraw:	March 28
Room:	RE 104	Office:	L2105	Last Day to Apply for Coursework Extension:	April 17
		Office Hours:	Tuesdays, 10-11am; Thursdays, 2:30-3:30pm	Last Day of Class:	February 22

Important Dates and Information

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

Course Description

This course explores the relationship between religion and culture in Canada from a sociological perspective. This examination will include a look at the past, present, and potential future relationship between religion and culture in Canada.

Expected Learning Outcomes

Understanding: Students will articulate the foundational concepts, theories, methods, ethics, and data used in the sociological study of religion in Canada (Reading Assignments, Seminar Presentation and Discussion, Take Home Exam, and Observation Assignment).

Research: Students will gather, read, interpret, summarize, and evaluate primary sociological data and research in the sociological study of religion in Canada, with particular attention to the links between method, data, and analysis (Seminar Presentation and Discussion, and Observation Assignment).

Analysis: Students will synthesize and compare concepts, theories, and data in the sociological study of religion in Canada to then analyze the multifaceted relationship between Canadian culture and (non)religious individuals and groups (Reading Assignments, Seminar Presentation and Discussion, Take Home Exam, and Observation Assignment).

Communication: Students will showcase written and verbal communication skills, grounded in clear argument and grammatical structure, logical and persuasive thesis formation and development, supportive evidence, and relevant ASA formatting (Reading Assignments, Seminar Presentation and Discussion, Take Home Exam, and Observation Assignment).

Character: Students will demonstrate their familiarity with and appreciation of diverse perspectives and experiences regarding religion in Canada, including potential theological and practical implications for Christian individuals and groups. In the process, students will grapple with one's own social location and social interactions (Reading Assignments, Seminar Presentation and Discussion, Take Home Exam, and Observation Assignment).

Professional Competence: Students will develop abilities in areas such as self-regulation, communication, critical thinking, data interpretation and presentation, and intercultural understanding (Reading Assignments, Seminar Presentation and Discussion, Take Home Exam, and Observation Assignment).

Required Textbooks

Lefebvre, Solange and Lori G. Beaman, eds. 2014. *Religion in the Public Sphere: Canadian Case Studies*. Toronto, ON: University of Toronto Press.

Thiessen, Joel, Arch Chee Keen Wong, and Mark D. Chapman, eds. 2024. *The Stories Congregations Tell: Flourishing in the Face of Transition and Change*. Eugene, OR: Wipf and Stock.

Thiessen, Joel and Sarah Wilkins-Laflamme. 2020. *None of the Above: Nonreligious Identity in the US and Canada*. New York, NY: New York University Press.

Course Schedule

Date	Topic	Class Preparation	Writing Assignment Deadlines
PART 1 – COURSE INTRODUCTION			
Feb.18am	Historical Overview of Religion in Canada	2 articles (on Moodle) – 1) <i>Leaving Christianity: Changing Allegiances in Canada since 1945</i> “Introduction” (p.3-26) by MacDonald & Clarke & 2) <i>God Doesn't Live Here Anymore: Decline and Resilience in the Canadian Church</i> “Brave New World: The Church Invades Turtle Island” (p.57-104) by Wood Daly	Thursday, Jan.16, 1pm
Feb.18am	Current Data on Religion in Canada	“The Canadian Census 2021” (p.11-16) by Statistics Canada (on Moodle)	
Feb.18pm	Explaining Religious Trends: Sociological Theories	<i>None of the Above</i> – Introduction	
PART 2 – RELIGIOUS NONES			
Feb.18pm	Religious None Growth	<i>None of the Above</i> – Chapter 1	

Feb.19am	Nones of All Shapes and Sizes	<i>None of the Above</i> – Chapter 2	Monday, Jan.20, 1pm (on anything up to and including chapter 2)
Feb.19am	Religious Nones, Morality, and Civic Engagement	<i>None of the Above</i> – Chapter 3-4	
Feb.19pm	Religious Nones & Other Religious Groups	<i>None of the Above</i> – Chapter 5	
Feb.19pm	Religious Nones in Late Modern Society	<i>None of the Above</i> – Conclusion	Thursday, Jan.23, 1pm (on anything after chapter 2)
Feb.20am	Religious Nones & Conversion (Presentation #1)	No assigned reading	
PART 3 – CONGREGATIONS			
Feb.20am	Sociology of Congregations	“The Sociology of Religious Organizations” by Scheitle & Dougherty (on Moodle)	Monday, Jan.27, 1pm
Feb.20pm	Flourishing Congregations	“What is a Flourishing Congregation? Leader Perceptions, Definitions, and Experiences” by Thiessen, Wong, McAlpine, and Walker (on Moodle)	
Feb.20pm	The Stories that Congregations Tell	<i>The Stories that Congregations Tell</i> – entire book	Thursday, Jan.30, 1pm
Feb.21am	Congregational Growth (Presentation #2)	No assigned reading	
Feb.21am	Multiracial Congregations (Presentation #3)	No assigned reading	
Feb.21pm	Evangelical Congregations	<i>Caught in the Current: British and Canadian Evangelicals in the Age of Self-Spirituality</i> “The Modern Zeitgeist: The Changing Locus of Authority and Self-Spirituality” (p.20-45) by Reimer	Monday, Feb.3, 1pm
Feb.21pm	2 Documentaries – <i>Revealed: Hip 2B Holy & #Blessed</i>	No assigned reading	
PART 4 – RELIGIOUS DIVERSITY			
Feb.22am	The Public/Private Divide	<i>Religion in the Public Sphere</i> – Introduction & Part 1	Thursday, Feb.6, 1pm
Feb.22am	Private Life and The Public/Private Continuum	<i>Religion in the Public Sphere</i> – Part 2 & 3	Monday, Feb.10, 1pm
Feb.22pm	Documentary – <i>Me and the Mosque</i>	No assigned reading	
Feb.22pm	Public Life	<i>Religion in the Public Sphere</i> – Part 4 & Conclusion	Thursday, Feb.13, 1pm

Requirements

- All assignments must be submitted to pass the course. Unless indicated otherwise, late assignments will lose 10%/day up to a maximum of 50%.
- Unless indicated otherwise, all written assignments should include ASA formatting, a title page and Reference list, and be double spaced with 1” margins on all sides and 12-point font.

- Submit all written assignments electronically as a Word document on Moodle, which may go through a plagiarism software – Copyleaks – that compares assignments against other books, articles, online sources, and papers submitted to other universities and Ambrose.

1) Reading Assignments (10%) – Due dates noted in course schedule between Jan.16-Feb.13

Readings and related assignments are spread out during the five weeks of the semester before the instructional period together in February. Students will prepare responses to the following questions, based on the assigned reading. On days where there are multiple chapters/articles assigned, students can select which chapter/article they wish to interact with in their assignment (clearly state which chapter). So long as students submit all nine responses, students will receive the full 10%. Late assignments will not be accepted and will result in a deduction of 2% each. These assignments, along with instructor feedback, will be used as part of class discussions. A template for completing this assignment is provided on Moodle (note – no title page or Reference list is required).

- Identify the thesis/key argument (1-2 sentences)
- Summarize one new insight and why this insight stood out (2-4 sentences)
- Identify one way that this reading is “in conversation” with another reading in this course (2-4 sentences) (*note, this question will not apply to the first reading assignment)
- Raise one question that emerged for you, including an initial hunch on a potential answer (2-3 sentences)

2) Seminar Presentation and Discussion (30%) – Feb.20 & 21 (sign up)

Depending on class-size, students will present on their own or in groups (only if no other topics remain available). Students will lead a 60-minute research-based presentation and class discussion on one of the topics below (sign up on professor’s door). Students should ground presentations in sociological theory, concepts, method, and data (minimum of 8 peer-reviewed sources, in addition to course readings), clearly demonstrating how the sociological perspective helps us to describe, analyze, and explain the topic. Presenters must email a detailed written outline of key presentation ideas 10 days prior to the presentation, as well as meet with the professor no later than 7 days prior to the presentation, to receive and discuss feedback. All visual aids (including detailed ASA formatted Reference list) must be emailed to the professor no later than 8am on the presentation day.

- **February 20:** If religious groups wish to “convert” religious nones to “believe, behave, and belong” in a religious group, what must religious groups know, do, and anticipate as a result?
- **February 21:** If congregations wish to grow, what should they know, do, and anticipate as a result?
- **February 21:** If congregations wish to be more multiracial, what should they know, do, and anticipate as a result?

Evaluation is based on the following: (a) breadth, depth, and accuracy of sociological content, analysis, and formatting (40 marks); (b) logical and coherent organization and presentation of ideas (25 marks); (c) effectiveness to facilitate thoughtful class discussion (15 marks); (d) ability to clearly, confidently, and creatively communicate ideas throughout (15 marks); (e) written outline submitted 10 days prior, meeting with professor 7 days prior, and presentation materials submitted at 8am prior to presentation (5 marks).

3) Take Home Exam (30%) – Due Monday, March 17, 1pm on Moodle

At the end of the instructional period of the course, students will receive five essay questions and must answer three of them (700-800 words each), based on the readings, videos, lectures, presentations, and discussions in the course.

4) Observation Assignment (30%) – Due Monday, April 7, 1pm on Moodle

Attend/observe a religious/secular service in a tradition different than your own (e.g., if you are a Protestant, you could attend a service associated with Roman Catholicism, Buddhism, Sikhism, Islam, Hinduism, Judaism, Secularism, etc.), plus conduct a content analysis of the group's website. With an attentiveness to the five senses, document your observations and analysis. Field notes, and ultimately the coding and analysis of those field notes, should build on best practices that center on frequency (e.g., how often something occurs), direction (e.g., positive or negative), intensity (e.g., strength or power of a message), and space (how much time or space is devoted to something). Before gathering these data, it is imperative that you research background context and information on the group that you visit. Detailed guidelines on how and what to observe are found in the supporting materials on Moodle.

In addition to field notes (i.e., your data) to be submitted after the Reference list, students will submit a 5-6 page paper or an alternate creative medium (e.g., video, poster/bulletin board, board/card game). *Projects should include an overview of your method plus general demographic and contextual information (e.g., when and where you attended, description of who was in attendance, description of physical setting, etc.) (approximately 3/4 of a page), followed by a sociological analysis of three key themes to stand out related to religion and the subjects of this course (approximately 1-1.5 pages per theme).* Observations from “the field” are the core “data” for this project, so ensure that direct observations anchor the analysis. Then incorporate sociological concepts, theories, and data that help to interpret the observations sociologically – to explain “what is going on here?” It is imperative that a key thesis/argument undergirds and ties together the entire project (see “Writing Tips” section below). In addition to assigned course readings, a minimum of six peer-reviewed sources (i.e. academic books and articles) are expected.

When writing, the first paragraph (approximately ¼ page) should clearly state what this paper is about in the context of the larger literature, the overall argument to the paper, and what makes this topic significant. Subsequent paragraphs should generally have the following structure, all the while building a consistent and clear argument from one paragraph to the next: *insight* (“key claim/idea I will develop is...” - 1st sentence of each paragraph), *evidence* (“data that supports my claim...” - middle sentences of each paragraph), and *interpretation* (“what this all means is...” - last sentence or two of each paragraph). The concluding paragraph (approximately ¼ page) should synthesize the interpretations throughout into a larger integrated statement, pointing back to the overall argument and the ways that this paper builds on and extends the literature accounted for in the paper. The final paragraph should also delineate the implications of your argument for our understanding of society.

Evaluation is based on the following: (a) appropriate breadth and depth of description related to field research observations (20 marks); (b) breadth, depth, and accuracy of sociological content and analysis (30 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); and (e) formatting (10 marks). See Grading Rubric later in the syllabus.

Communication and Attendance

The professor's sole task in this course is to create an environment for students to maximally learn and succeed. Student-initiated communication with the professor is critical, especially with questions about course content and expectations or if falling behind. Unless students reach out and communicate with the professor, there is no way to know what student needs are or how to best support students through this course. When it comes to assignments, students will be held accountable for communications (or lack thereof) with the professor.

Classes together are central to the course experience. Students are expected to read the assigned materials in advance of class, arrive on time, and actively participate in class activities. If students cannot uphold all three of these expectations, students are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask students to leave class or possibly withdraw from the course.

Statement on the Use of Generative Artificial Intelligence (AI)

The use of generative artificial intelligence (AI) tools in education is both controversial and rapidly evolving. In some cases, AI tools can contribute to student learning. In other cases, AI usage undermines the development of basic knowledge and skills. At Ambrose, the student use of generative AI tools is up to the discretion of each instructor. Whether these tools are prohibited entirely or allowed in part, any unauthorized use of them is considered Academic Misconduct (specifically, plagiarism), as per the Academic Calendar: <https://ambrose.edu/undergrad-academic-calendar/academic-information/academic-misconduct-learning-environment>. Please be aware that along with commonly used AI tools like ChatGPT, Quillbot, or Grammarly Pro, other generative AI tools are being built into commonly used software (e.g., Google Gemini, Microsoft Office Copilot, Apple Intelligence). When in doubt, please ask your instructor for clarification about which tools you can or cannot use.

In this course, every element of each course assessment must be fully prepared by students themselves. The use of generative AI in the preparation or completion of homework, assignments, exams, or any other form of assessment is prohibited. Use of generative AI tools will be treated as Academic Misconduct.

My rationale for this decision is as follows: Building on Richard Sennett's book, *The Craftsman*, craftsmanship depends upon submitting to the master, discipline, and community of experts in one's field of study. This entails a commitment to practice, repetition, methodical work, trial and error, and patience. In the Social Sciences department, we aim to help student hone their craft in six key areas, as noted in the expected learning outcomes in each Social Science course – understanding, research, analysis, communication, character, and professional competence. The course aims and craftsmanship process are at odds with the cognitive offloading, speed, and efficiency that undergird the use of AI to fulfill course requirements. It is not until some level of craftsmanship has been achieved, typically following an undergraduate degree, that students have the expertise to use AI effectively (e.g., to assess the accuracy and comprehensiveness of AI-generated material).

In cases where there is strong evidence of the unauthorized use of generative AI tools, I will give students an opportunity to meet with me and, if students feel they are innocent, to try to demonstrate that they have in fact not used unauthorized AI tools. In cases of unauthorized use of generative AI tools, students will receive a zero on the assignment plus Academic Misconduct will be reported to the Registrar's Office via the Academic Dishonesty Report.

Grade Summary

The available letters for course grades are as follows:

Grade	Interpretation	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D		50-55%	1.0
F		Below 50%	0.00

P	Pass		No Grade Points
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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 official final grades are only posted on the student registration system.

Grading Rubric

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors. Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation. Establishes order to ideas and points out relationships between them. Number and quality of main points are sufficient Presentation of ideas develops

						to a logical conclusion and/or summary Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
B 72-85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis Appropriate details/synthesis most of the time. Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation. Ideas follow a general logical flow with presenter providing some synthesis between points Number and quality of main points are sufficient Logical conclusion and/or summary provided that develops from the presenter's points

Ambrose University Important Policies & Procedures:

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

Withdrawal From A Course

A formal application through the Office of the Registrar to be removed from a course prior to the Withdrawal deadline (see Academic Schedule) with the exception of students in the School of Education who must obtain approval from their faculty to withdraw from a course.

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.

Final Examinations

The dates for Final Examinations are noted in the Academic Schedule. Students and instructors must be available for examinations up to the last day of the examination period. Final examinations must be taken at the time specified in the official Examinations Timetable.

Final Examinations may be rescheduled through the Office of the Registrar only if the following circumstances are met:

- The scheduled final examination slot conflicts with another examination; or
- The scheduled final examination slot results in three consecutive examination periods.

Travel plans will not be considered an appropriate reason to request a revised final examination.

If you miss a final examination due to unforeseen circumstances, you must apply for a deferred final examination within 48 hours of the missed examination. If you are prevented from writing a final examination by illness or other extreme circumstances, you must apply to the Registrar for an alternate examination timeslot. Individual examinations are scheduled by the Office of the Registrar. All requests for deferral of a final examination due to health reasons must be accompanied by a letter from a physician.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Official notifications and communications from Ambrose will only be sent to your MyAmbrose address. Students are responsible for ensuring their MyAmbrose email address is set up prior to the start of their first term at Ambrose and are accountable for reading messages sent to their MyAmbrose email account, or delivered through their student portal, on a regular basis to ensure important information is not missed. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Recording of Lectures

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.

Academic Misconduct and Misconduct in the Learning Environment

Academic misconduct is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community.

1. The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically.
2. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action in accordance with this policy.
3. Students are expected to cooperate in investigations of allegations of Academic Misconduct. Obstructing an investigation may result in penalties under the Student Non-Academic Misconduct Policy.
4. The Registrar maintains exam regulations for all examinations administered by the Registrar's Office. Exam invigilators or proctors are proxies for the course instructor. A Student's failure to comply with these regulations will be investigated as an appeal of a Final Grade.
5. Instructors will clearly communicate their expectations regarding conduct required of Students completing academic assessments in their courses. A Student's failure to comply with those expectations will be investigated as potential Academic Misconduct.
6. In the Learning Environment (e.g., classroom setting), Students are responsible to conduct themselves in a manner that enhances, respects, and does not disrupt or bring harm or disrepute to Ambrose or Members of the University Community.
7. Standards of behaviour in the learning environment are understood to apply to all environments where learning activities occur (e.g., laboratories, classrooms, field trips, practicum settings). 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 learning environment.

Students who have been found responsible for committing Academic Misconduct or Misconduct in the Learning Environment may appeal the decision, and in some cases the sanctions, in accordance with the Academic Appeals Policy. However, sanctions requiring attendance at educational seminars and sanctions that are simply written warnings may only be appealed if the Student is also appealing the decision that they committed Academic Misconduct or Misconduct in the Learning Environment.

If an appeal is unsuccessful the original date of Suspension or Expulsion may take effect. If the Academic Appeals Committee decides that the original date is the appropriate one for a Suspension or Expulsion to take effect, the Student will not receive credit for Academic Activities completed pending the appeal decision.

Academic Appeals

A Student may appeal a decision made in response to final grades, academic misconduct, misconduct in the learning environment, academic probation or suspension on one or more of the following grounds:

- there is evidence available that was not considered in the decision and that may have otherwise affected the decision being appealed; or
- the decision being appealed was made in a procedurally unfair way; or
- the appropriate process, as outlined in the Academic Calendars, was not followed; or
- the decision contained an error in the application of the relevant Academic Regulations.

In general, Final Grade decisions and decisions regarding Academic Misconduct, or Misconduct in the Learning Environment, or Academic Progression Matters should be made as close as possible to the level at which the academic competence resides.

Dissatisfaction with a decision or with a University, Faculty or School policy, procedure, regulation, or standard is not a Ground of Appeal. In general, events or academic performance that occur after the date of the decision being appealed are not considered to be relevant new information.

A Student must exhaust all decision making and appeal processes at each level before submitting an appeal to the Academic Appeals Committee. Contact the Office of the Registrar for more information.

Privacy

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

Academic Success and Supports

Academic Accommodations

Ambrose recognizes its legal duty to provide reasonable academic accommodation to the point of undue hardship. This duty arises from human rights legislation, and failure to provide reasonable academic accommodation to a student with a documented disability

may amount to discrimination under the Alberta Human Rights Act, RSA 2000, C A-25.5. Students with a disability who need an academic accommodation should contact Accessibility Services in the Student Academic Success office without delay. See Accommodations and Accessibility Policy.

Learning Services

Learning Services provides support with

- research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

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

Off Campus:

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

Sexual Violence Support

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

Off Campus:

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

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