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| Course ID: | Course Title: | 2025 Winter |
| SO 205 | Sociology of Sport | Prerequisite: SO 121 |
| | | Credits: 3 |

| Class Information | | Instructor Information | | Important Dates | |
|-------------------|--------------------|------------------------|--|--|------------|
| Delivery: | In Class | Instructor: | Joel Thiessen, PhD | First Day of Class: | January 14 |
| Days: | Tuesdays/Thursdays | Email: | jathiessen@ambrose.edu | Last Day to Add/Drop: | January 26 |
| Time: | 1:00-2:15pm | Phone: | 403-407-9442 | Last Day to Withdraw: | March 26 |
| Room: | A2131 | 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: | April 17 |

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 examines sport in modern societies, with special emphasis on sport in Canada. Emphasis will be given to how sport is socially constructed and the diverse meanings that different groups associate with sport. Attention will also be given to the relationship between sport and social problems and inequality.

Expected Learning Outcomes

Understanding: Students will articulate the foundational concepts, theories, methods, ethics, and data used in the sociology of sport (Group Presentation & Discussion, Exams, Superbowl Assignment).

Research: Students will read, interpret, summarize, and evaluate primary sociological data and research in the sociology of sport (Group Presentation & Discussion, Superbowl Assignment).

Analysis: Students will synthesize concepts, theories, and data in the sociology of sport to inform critical thinking on social inequalities and social change related to sport in contemporary society (Group Presentation & Discussion, Superbowl 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 (Group Presentation & Discussion, Superbowl Assignment).

Character: Students will demonstrate familiarity with and appreciation of the links between sport, inequality, and opportunity, plus articulate potential Christian ways of thinking about sport in contemporary society. In the process, students will grapple with one’s own social location (e.g., religion, gender, race, social class) and social interactions related to sport in contemporary society amidst others’ diverse perceptions and experiences (Group Presentation & Discussion, Exams, Superbowl Assignment).

Professional Competence: Students will develop abilities in areas such as self-regulation, communication, critical thinking, data interpretation and presentation, and intercultural understanding (Group Presentation & Discussion, Exams, Superbowl Assignment).

Required Textbooks

Scherer, Jay, and Brian Wilson, eds. 2020. *Sport and Physical Culture in Canadian Society*. 2nd Edition. North York, ON: Pearson Education.

Course Schedule

| Date | Topic | Class Preparation |
|--------------|---|---|
| Jan. 14 | Course Introduction | Syllabus (on Moodle) |
| Jan. 16 | Sport and Physical Culture in Canadian Society | Scherer and Wilson – Chapter 1 |
| Jan. 21 | Thinking Sociologically: Sport, Physical Culture, and Critical Theory | Scherer and Wilson – Chapter 2 |
| Jan. 23 | Sport and Physical Culture in Historical Perspective | Scherer and Wilson – Chapter 3 |
| Jan. 28 | Sport and Social Stratification | Scherer and Wilson – Chapter 4 |
| Jan. 30 | NO CLASS (Program Day) | |
| Feb. 4 | Physical Culture, Sport, Ethnicity, and Race in Canada | Scherer and Wilson – Chapter 5 |
| Feb. 6 | Indigenous Communities & Sport Group Presentation | 2 articles (on Moodle) – 1) “Deconstructing the Mascot, Part 2: Visual Symbols,” p.101-134 of Andrew C. Billings and Jason Edward Black book, <i>Mascot Nation</i> & 2) “Honour or Insult?” Angus Reid Institute |
| Feb. 11 | Super Bowl Christians and Secular Liturgies | 3 articles (on Moodle) – “One Square Inch We Won’t Concede: Super Bowl Christians and Secular Liturgies, Part I, II, III” |
| Feb. 13 | Examination #1 | |
| Feb. 18 & 20 | NO CLASS (Reading Week) | |
| Feb. 25 | Sex, Gender, and Sexuality | Scherer and Wilson – Chapter 6 |
| Feb. 27 | Abuse in Sport Group Presentation | “Revising Canada’s Policies on Harassment and Abuse in Sport” (on Moodle) |
| Mar. 4 | Take a Knee? | 4 articles (on Moodle) – 1) “Overview of the NFL National Anthem Protests,” p.1-9 of Margaret Haerens book, <i>The NFL National Anthem Protests</i> & 2) “Landmark Events,” p.11-57 of Margaret Haerens book, <i>The NFL National Anthem Protests</i> & |

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| | | 3) "Religious Roots of the American Flag Flap," John Longhurst & 4) "The Religious Significance of Taking a Knee," Kelsey Dallas |
| Mar. 6 | Documentary – "Not Just a Game: Power, Politics, and American Sports" | No assigned reading |
| Mar. 11 | Youth Sport and Physical Culture | Scherer and Wilson – Chapter 7 |
| Mar. 13 | Documentary – "Lost Adventures of Childhood: The High Price of Hyper-Parenting" | No assigned reading |
| Mar. 18 | Deviance, Sport, and Physical Culture | Scherer and Wilson – Chapter 8 |
| Mar. 20 | Examination #2 | |
| Mar. 25 | Violence and Sport Group Presentation | Scherer and Wilson – Chapter 9 & "Offensive Play," Malcolm Gladwell (on Moodle) |
| Mar. 27 | Sport and Health | Scherer and Wilson – Chapter 10 & "The Dehumanization of the Athlete: A Christian Call to Love" (article on Moodle) |
| Apr. 1 | Sport, Media, and Ideology | Scherer and Wilson – Chapter 11 |
| Apr. 3 | Globalization, Sport, and International Development | Scherer and Wilson – Chapter 14 |
| Apr. 8 | Sporting Venues Group Presentation | Scherer and Wilson – Chapter 13 |
| Apr. 10 | Olympics Group Presentation | Scherer and Wilson – Chapter 12 |
| Apr.14 | Superbowl Assignment Due (4pm, on Moodle) | |
| Apr. 15 | Environment & Sport Group Presentation | Scherer and Wilson – Chapter 15 |
| Apr. 17 | Esports & Sports Betting Group Presentation | Scherer and Wilson – Chapter 16 |
| Apr. 26 | Examination #3 (Saturday, April 26 at 1-4pm, A2131) | |

Requirements

- All assignments must be submitted to pass the course. Late assignments will lose 10%/day up to a maximum of 50%.
- 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) Exams (45%) – February 13, March 20, and April 26

There are three exams in this course, each worth 15% toward the final grade. Answer 45 multiple-choice questions or 3 of 6 essay questions (each question worth 15 marks) based on class readings and lectures. Exams are not cumulative. Students must declare in advance which exam format they choose, on the sign-up sheet circulated in class prior to the exam. If students do not select an option, the professor assumes that they will write the multiple-choice exam.

2) Group Presentation & Discussion (25%) – February 6 – April 17 (sign up)

In groups of 3-4 depending on class size (students can form their own groups – only two groups of four allowed), students will lead a 35-minute presentation and class discussion on one of the topics below. 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. Groups 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 9am on the presentation day.

- **February 6:** Describe and explain the history and experiences of Indigenous communities with sport in Canada, including recommended ways forward. What contribution, if any, does Christian thought offer to this discussion?
- **February 27:** Describe and explain the problem of abuse in sport, including recommended ways forward. What contribution, if any, does Christian thought offer to this discussion?
- **March 25:** Has violence gone too far in sport? Defend your response with specific examples, including recommended ways forward. What contribution, if any, does Christian thought offer to this discussion?
- **April 8:** Who should fund the construction of sporting venues (e.g., arenas, stadiums)? Defend your response with specific examples, including recommended ways forward. What contribution, if any, does Christian thought offer to this discussion?
- **April 10:** In response to a city-wide referendum, the city of Calgary ultimately decided not to submit a bid for the 2026 Winter Olympics (56% of Calgarians did not support an Olympic bid)? Did Calgary get it right with this decision? Defend your response, including potential implications and recommendations for global sporting events (e.g., Olympics, World Cup) moving forward. What contribution, if any, does Christian thought offer to this discussion?
- **April 15:** Describe and explain recent attitudes and behaviours (roughly the last 20 years) that professional sports leagues/teams are taking regarding the environment, how (in)effective such approaches are, and recommended ways forward. What contribution, if any, does Christian thought offer to this discussion?
- **April 17:** Describe and explain the rise of esports and sports betting, including potential as well as recommended trajectories forward. What contribution, if any, does Christian thought offer to this discussion?

Evaluation is based on the following: (a) strength, plausibility, and defense of the argument (20 marks); (b) breadth, depth, and accuracy of sociological content, analysis, and formatting (30 marks); (c) logical and coherent organization and presentation of ideas (20 marks); (d) effectiveness to facilitate thoughtful class discussion (10 marks); (e) ability to clearly, confidently, and creatively communicate ideas throughout (15 marks); (f) written outline submitted 10 days prior, meeting with professor 7 days prior, and presentation materials submitted at 9am prior to presentation (5 marks).

3) Superbowl Assignment (30%) – due Monday, April 14 at 4pm (Moodle)

Provide a sociological description and analysis of three secular liturgies on display at this year's Superbowl, followed by a discussion of how you think Christians ought to think or act in response to your observations and analysis. 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) (for alternate creative medium, must seek and receive approval from the professor prior to Reading Week). Projects should center on a) specific examples and "data" from the Superbowl; b) description and analysis grounded in the sociological concepts, theories, methods, and data introduced through course readings and classes; c) summaries and interaction with a minimum of six peer-reviewed empirical studies (i.e., academic books and articles) beyond assigned course readings; and d) a thoughtful discussion of how you think Christians ought to think or act in response to your sociological observations and analysis (approximately 3/4 of a page). It is imperative that a key thesis/argument undergirds and ties together the entire project (see "Writing Tips" section below).

Students should plan to watch the Superbowl on February 9, 2025. With an attentiveness to the five senses, take careful field notes of the "secular liturgies" on display, as introduced in the assigned articles by Matthew Vos in class. Field notes, and ultimately the coding and analysis of those field notes, should build on best practices in content analysis 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).

In your observations, pay attention to things such as the built environment; advertising; media and “production” side of the game; athletes, coaches, officials, performers, and fans, including the interactions within and between these groups; entertainment beyond the game itself (e.g., commercials, half-time show); plus, the game itself. Mindful of broad themes in this course such as gender, sexuality, race and ethnicity, social class, violence, politics, capitalism, and so forth, some questions to consider may include: What do you notice about who/what is present/absent? What rituals stand out and what function do they play for different groups? How are in-group and out-group boundaries drawn and reinforced for different groups? What social norms are reinforced or challenged – and in what way and by whom? What stands out regarding power and authority? How is the sport atmosphere generated and experienced, from those involved in the game to those viewing at home?

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 of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks).

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 | Failure | Below 50% | 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 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 |

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| | | | | | | 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 Moderate presentation style, demonstrated through non-verbal communication, body language, |

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| | | | | | | voice, and eye contact |
| C 60-71 | Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all. | Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research | Adequately limited central thesis Details/synthesis may be repetitious or absent altogether. Sentences/paragraphs rarely, if ever, flow logically together | Several spelling, grammar, and writing errors Several awkward transitions between words, sentences, and paragraphs | Inconsistently achieved | Unclear presentation of main theme, thesis or focus of presentation Little order to ideas and relationships between points not clarified clearly Number and quality of main points are lacking in sufficiency Weak conclusion and/or summary Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact <i>And so on....</i> |

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.