



**LE 849 Leadership and Management Current Issues:
Organizational Coaching
Winter 2025**

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Course Dates: February 17-21, 2025
Course Delivery Method: Online and/or in person

3 Credit Hours

COURSE DESCRIPTION

This study focuses on a particular emphasis of leadership and management that is a burning issue at a given point in time. The primary subject matter and delivery of this course will change each year and hence at least two or more such courses could be applied to the leadership/management core of the MALM program.

Note: This course may be taken more than once as the focus of this course varies from year to year.

This leadership course will seek to shape and resource a clear path of organizational coaching toward an intentionally chosen path of impacting the organizational culture and impact of the person of the leader, the processes to scaling up the leadership, the people, the processes and purposeful outcomes of the organization/ministry/business they are a part of and/or lead or intend to lead. The course will identify an appreciative coaching path of coaching each and all its components, individuals and/or teams of organization/ministry/business system wide. The focus throughout will be upon the use of appreciative leadership coaching to move any organization and its culture and practices steadily, consistently and measurably on a scaling up toward a preferred future journey.

COURSE INTEGRATION

This course is designed to complement other already existing leadership courses within the Briercrest setting. It is also designed to equip and resource persons in the Leadership and Management sphere with a means of enhancing their impact in doing real time organizational coaching and facilitation in a way that helps any organization gain clarity and define their current reality and then shape a collectively-owned organizational path toward a preferred future. Most coaching courses focus on the coaching of individuals or within a small coaching circle. The design and goal of this course is to resource the student with how to coach the organization and its system, culture and people forward for maximum chosen health and benefit. The goal is to enable everyone involved to be at their best.

COURSE TEXTS**REQUIRED for all students:**

Simpson, Michael. *Powerful Leadership Through Coaching: Principles, Practices, and Tools for Leaders and Managers at Every Level*. Hoboken, NJ: Wiley, 2020. ISBN: 978-1119529026.

PLEASE ALSO CHOOSE ONE BOOK FROM EACH PAIR (for a total of 5 books from the list below):

Lencioni, Patrick. *The Advantage: Why organizational health trumps everything else in Business*. San Francisco: Josey Bass a Wiley Imprint, 2012. ISBN 979-0-470-94152-2 **OR** Diana Whitney, Amanda Trosten-Bloom & Kae Rader. *Appreciative Leadership: Focus on What works to Drive Winning Performance and Build a thriving organization*. Toronto: McGraw Hill, 2010. ISBN 978-0-07-171406-8.

Harnish, Verne and the team at Gazelles. *Scaling Up: Mastering the Rockefeller Habits 2.0, how a few companies make it...and why the rest don't*. Asbury, Virginia: Gazelles Inc., 2014. ISBN 978-0-9860195-2-4 **OR** Collins, Jim. *How The Mighty Fall and why some companies never give in*. Harper Collins, 2009. ISBN 978-0-9773264-1-9.

Hougaard, Rasmus, and Jacqueline Carter. *The Mind of the Leader: How to Lead Yourself, Your People, and Your Organization for Extraordinary Results*. Boston, MA: Harvard Business Review, 2018. ISBN: 9781633693425 **OR** Daniel Coyle. *The Culture Playbook: 60 Highly Effective Actions to Help your Group Succeed*. Bantam, 2022. ISBN 978-0525620730.

Tupper, Helen & Sarah Ellis. *You Coach You: How to Overcome Challenges and Take Control of Your Career*. Penguin Random House, 2022. ISBN 978-0-241-50273-0 **OR** Sibbet, David. *Visual Teams: Graphic Tools for Commitment, Innovation, and High Performance*. Hoboken, NJ: Wiley, 2011. ISBN: 978-1118077436.

McChesney, Chris, Sean Covey & Jim Huling. *The 4 Disciplines of Execution: Achieving Your Wildly Important Goals*. Toronto: Free Press, 2012 **OR** Kotter, John. *Accelerate*. Boston: Harvard Business Press, 2014. ISBN 978-1-62527-174-7.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Upon completion of the course the course participant will have:

1. Clarity of the historical leadership progression from control-oriented leadership to situational leadership to the current ideals of shared leadership and the focus on appreciative co-creating inclusively and coaching as the core process for leadership at all levels of an organization, business or ministry.

2. Clarity regarding the roles and function of organizational coaching of yourself, your people, your teams, your system and your entire organization, business and ministry.
3. Understanding, confidence, competencies and capacity knowing and doing organizational coaching toward clarity of understanding, how best to coach the leadership, management, teamwork, and a culture that produces sustained and progressive success and continuous scaling up of organizations and/or ministries in its parts and as a whole.
4. A deepened sense of competence and confidence in your readiness and comfort in providing extraordinary and appreciative coaching of leadership, management, teams, yourself, and the whole system and culture toward sustained and progressive scaling up in real time.
5. An integrated & holistic organizational coaching system, process and outcome that produces progressively scaling up of an organizational/business/ministry with enhanced results 80% of the time.
6. A keen awareness of how to ensure that the intent, content, function and outcome of coaching with deep appreciation for a given organizational context and alignment you coach within or as an external coach.
7. A set of appreciative leadership/management coaching principles, practices, processes, and outcomes that are scaled to the size and nature of the organization.
8. Have clarity and capacity to use multiple resources, approaches, venues, and designs to enable organizational coaching to become an organizational coaching enabler for people with readiness for empowerment, meaningfully and impactfully.
9. A significantly heightened level of creativity, clarity, attunement, and buoyancy in delivering sustained appreciative leadership/management and system wide extraordinary coaching beyond your own direct involvement.
10. Enhancement of your ambition, aspirations, and actions that model for those you lead and coach in any context or organizational context.
11. To have gained exposure to multiple examples, stories, resources and cases of progressive movement toward exemplary organizational coaching.
12. To have experienced the essence of organizational coaching in the design, process and delivery of this course.

COURSE OUTLINE AND CONTENT

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
1 day	<p>Unit I: Organizational Leadership Coaching Historically Grounded Progressive Movement Toward Shared Leadership</p> <p>A. Course specific STUMP speeches</p> <p>B. Introduction of course hopes & dreams (your “want to and how to” readiness)- self-coaching or team coaching</p> <p>C. Review of course expectations</p> <p>D. Review of course as “Case in Point” approach & personal publishing</p> <p>E. Historical progression of movement from control focus to coaching focus as the key to leadership influence and impact.</p> <p>F. Integrative organizational leadership definition & the role of organizational coaching within it</p> <p>G. Coaching descriptions and definitions: what it is and what it is not!?</p> <p>H. Organizational 360-degree coaching (examine the concept of being an influential coach with bosses above you, beside you (right and left) and below you in real time (HBR) ALSO USE of <i>Appreciative Leadership</i> book and coaching class expert to present and if not ready I will process it.</p> <p>I. Reflections on Jesus and Paul as “Coaches/Mentors” as well as “organizational/corporate coaches/mentors”</p> <p>J. <i>Powerful Leadership through Coaching: Principles, Practices and Tools for Leaders and Managers</i></p> <ul style="list-style-type: none"> • Leadership coaches • Management coaches • Team coaches 	<p>a. Be ready to fully engage in dialogue from the very start of the course. Your advance textbook reading, integrative report, and full engagement readiness will be very significant as we process.</p> <p>b. Reflect on your “personal profile” and where you are at in your sense of what would most help you toward becoming an extraordinary organizational leadership coach and what your dreams, aspirations, ambitions, and actions are and you hope will become deeper and truer for you.</p> <p>c. Think about the most difficult person in your life so far and how your pre-course work has already stimulated you to think about coaching them and/or yourself to want to and know how to coach them.</p> <p>d. Be prepared to discuss the Simpson textbook in segments as outlined section by section of the course outline.</p> <p>e. Reflect on Jesus and/or Paul as coach and/or “organizational” coach (John 13-17; Acts 15; Romans 12-15; Phil 1-4)</p> <p>f. Opportunity will be given to process and experience key insights from HBR Guide to, <i>Managing Up and Across: Build Relationships, Herd Cats, Gain Influence</i>.</p> <p>g. Reflection on best case of leadership & management with implications for your future of doing organizational coaching (insights from Marcus Buckingham, <i>The One Thing...</i>)</p> <p>h. <i>Appreciative Leadership</i> book coach presenter for this.</p> <p>i. Class teamwork process and experience influence and being influenced as you begin process on your case vignette.</p> <p>j. Set yourselves up to write your own story as described in Chapter 3-5 so you can do your story in readiness for tomorrow.</p>

1 day	<p>Unit II: Self-Talk, Self-Coaching, Self-Leadership (your personal coaching vignette in focus) (YOU COACH YOU and get team help)</p> <p>A. Your sense of who you are as a coach, where you wish to be, how you think you might apply chosen resources to get there, and how your team members might best coach you forward on being an org. coach. One volunteer to share their story applying chapter 3-5 of Simpson textbook.</p> <p>B. Facilitated Dialogue on Simpson Chapters 1-5.</p> <p>C. Help from <i>Influencer: The New Science of Leading Change and/or Crucial Conversations</i> on being an org. coach.</p> <p>D. Help from <i>Crucial Conversations</i> toward doing self-coaching</p> <p>E. Use of Joseph Grenny DVD light toward self-coaching</p> <p>F. Light from presentation on the chosen book class expert on Helen Upper & Sarah Ellis, <i>You Coach You</i>. From chosen Presenter</p> <p>G. Use and application of Johari window</p> <p>H. Use and application of William Ury's <i>Getting to Yes with Yourself and Other Worthy Opponents</i></p> <p>I. Chosen presenter of the book, <i>The Mind of the Leader</i></p> <p>J. Review of my model for self-awareness and self-management (emotional awareness grid)</p> <p>K. Another look at Simpson (chapter 3-5)</p> <p>L. Also light from Marshall Goldsmith's life coaching insights</p> <p>M. Reflect on how Jesus and/or Paul do self-coaching</p> <p>N. Teamwork to tell your stories to enable team to do self-coaching, other coaching &/or team coaching, Org. Coaching</p>	<p>a. Reflect carefully on yourself as an organizational coach and prepare a personal case vignette in readiness to share with your team and describe yourself as a coach, where you hope to be as an ideal org. coach, how you will self-lead to get there, and how they might help you to set them up for individual coaching. Spend the evening doing self-coaching so that you can then apply.</p> <p>b. Reflect on those who find you difficult (the few odd people) and attempt to identify the reasons why they would ever say that. Prepare a list and be ready to chat about the implications as we process in your teamwork. Also reflect on those who give you the most pain in your life and prepare a list of why.</p> <p>c. Keep reflecting on Jesus and Paul: their journey of coaching disciples regarding blind spots and/or intangibles.</p> <p>d. Expect class team member "case in point" processing on the team member with a power-centered case willing to present their story as one example.</p> <p>e. Chosen presenters & book coach for <i>The Mind of the Leader</i> & as well as the <i>You Coach You</i> book please stand ready to present and be ready to especially focus on how to coach yourself and dialogue around that.</p> <p>f. Watch a few of the youtube presentations by Marshall Goldsmith as you have time.</p> <p>g. Expect to process the "case in point" team member vignette on self-shaped case vignette based on self-leadership last evening and as a basis for individual and team coaching tomorrow.</p> <p>h. PLEASE NOTE that we will have two chosen book presenters/coaches today as indicated above- <i>The Mind of the Leader</i> & <i>You Coach you</i>.</p>
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TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
1 day	<p>Unit III: Self-Coaching (as your own leader) and Team Coaching</p> <p>A. Facilitated dialogue of chapters 6-14 of the Simpson textbook</p> <p>B. <i>Radical Candor</i> and caring candor in coaching individuals and teams.</p> <p>C. Marshall Goldsmith's model and lessons on founding and being an organizational executive coach.</p> <p>D. Progressive organizational leadership coaching of individuals and/or coaching journey I have shaped toward organizational coaching of individuals, coaching circles and/or teams including some reflections on mentoring.</p> <p>E. Jesus and/or Paul as individual coaches or team coach examples and reflections.</p> <p>F. Added light on team coaching as a team from Patrick Lencioni based on <i>The Five Dysfunctions of the Team</i> toward application of the model for team coaching</p> <p>G. Added light from <i>Visual Teams</i> by David Sibbet</p> <p>H. Facilitation on potential use of the <i>Visual Teams</i> model in team coaching</p> <p>I. Team leadership interview with a special guest</p> <p>J. Progressive organizational journey visual series of progressive changes to team coaching</p>	<p>a. Review Simpson chapters 6-14.</p> <p>b. <i>Radical Candor</i> (Kim Scott, 2017) and caring candor (John 1:14) reflections.</p> <p>c. Reflect on examples of individual and/or team coaching done by Jesus or Paul in readiness for class dialogue.</p> <p>d. Reflections on Marshall Goldsmith's model and youtube presentations on Coaching and his own coaching journey and stories from what motivated him to become an executive coach and start such a company and inspired him to write some 51 books.</p> <p>e. Chosen presenter/class coach for Sibbet book <i>Visual Teams</i> please stand ready.</p> <p>f. Reflect on individual or team coaching that has required progressive steps with varied kinds of coaching and how that changed how you coached.</p> <p>g. Henry Cloud on progressive coaching in his book, <i>Necessary Endings</i></p> <p>h. Coaching within an organizational culture</p> <p>i. Presenter's for today on the two books <i>Visual Teams & The Culture Playbook</i></p>

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
1 day	<p>Unit IV: Organizational holistic progressive Coaching</p> <p>A. Review and facilitated dialogue from Simpson chapters 15 & 16.</p> <p>B. Your self-reflections around organizational coaching in your context: who does it, how it is done, why it is done that way, etc.</p> <p>C. Added light on organizational coaching from Lencioni, <i>The Advantage</i>, and 30 min DVD with application and reflection on “who must do what” remaining unanswered.</p> <p>D. Added light on coaching conventional organizations that were great and are sliding from Jim Collins’s <i>How Are the Mighty Fallen</i>. Presentation if chosen plus added slides as needed</p> <p>E. Added light from our earlier presenter of <i>The Mind of the Leader</i> to note organizational coaching alignment.</p> <p>F. Added light from Harnish & Team on Coaching to scale up the Organization with coaching.</p> <p>G. Added Light on organizational coaching by applying <i>Appreciative Leadership</i> as a system and for strata of the org.</p> <p>H. My model and system challenge using an integrative set of visuals to attempt to coach boards and organizations forward with a creative application of Quinn</p> <p>I. My attempted continuum of types of organizations to coach forward</p> <p>J. Light from chosen Presenter of <i>Accelerate</i> on how to be speed up a system with “coalition teams.”</p> <p>K. Teamwork on org. coaching using their chosen case of organization that would benefit from coaching.</p>	<p>a. Please be prepared to reflect aloud on your teamwork to date so we have a sense of time you need</p> <p>b. Please be prepared to reflect on textbook chapters 15-16.</p> <p>c. Please be prepared to share your sense of how org. coaching is done in your context and environment- on how it is done, who does it, what difference it makes, and your perceived sense of the implications of what is or is not done and by whom it is done.</p> <p>d. Chosen presenter/class coach for Collins, <i>How the Mighty Fall...</i> Please be ready to present.</p> <p>e. Chosen Presenter/class coach for Harnish and team, <i>Scaling Up</i></p> <p>f. Chosen Presenter/class coach for/class <i>Accelerate</i></p>

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
½ day	<p>UNIT V: Putting It All Together and Mapping an action path to “Just Do It.”</p> <p>A. Final Chapter of Simpson textbook with grids</p> <p>B. Teamwork reports on putting it all together from your team journey in extended team time today to have you seek to put it all together and form a team report together applying the coaching playbook resource.</p> <p>C. Chosen Presenter of <i>The 4 Disciplines of Execution</i> on now let's just get org Coaching done.</p> <p>D. Added light from <i>The 4 Disciplines of Execution</i> by Chris McChesney, Sean Covey, and Jim Huling DVD (as time permits).</p> <p>E. Team leaders please remember advise on a grade for each of the participants on their team as instructed.</p> <p>F. Marcus Buckingham: how to run a resilient business (organization) on YouTube as time permits.</p> <p>G. Course closure and final farewells</p>	<p>a. Readiness to dialogue about the final Simpson chapter</p> <p>b. Readiness to present your teamwork team report with 30 minutes of presentation and 10 minutes of class questions of each team for each of the class working teams.</p> <p>c. Chosen Presenter/class coach for <i>The 4 Disciplines of Execution</i></p> <p>d. DVD of <i>The 4 disciplines</i> as time permits.</p> <p>e. Reflect together on how best to become accountable for your learning using the 4 disciplines.</p>

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

1. Integrative Reading Report

Each course participant will be expected to write a well-designed and engaging integrative reading report on the required textbook reading and the added 5 chosen books from the required readings you were able to choose one or the other. It is expected that you will select memorable insights, identify short- and longer-term applications of key insights, reflect and comment on values of the resource and ensure that this is done for each resource and then when you have done your work with each of the resources do some comparisons and integrative insights as you build a conclusion from all the resources you read.

Project Length: 7-10 pages

Project due date: **February 13, 2025** uploaded to Canvas

Basis of grade: Demonstration of careful reading & attentiveness to what was expected. Please be ready to be the resident class learning coach on any one of the

added books you could choose (any book other than the Simpson book) and we will anticipate a scheduled class time for a presentation on the one you select.

Project value: 25%

2. Case Vignette

Your case vignette of a case that could have benefitted from organizational coaching. The preferred case is one from your own journey within an organization, business or ministry. It is preferred that you select a case of your own. Given that some of you might have less experience in a corporate setting it would be fine if the case comes from another context. If you prefer, you could write the case vignette of a respected leader with whom you are able to do a careful set of interviews with to let them share the case details needed with you and you could get light from them (in a sense as an external coach).

Using either context be sure to reflect carefully on your scaling up or sliding down experiences and seek to determine patterns of scaling or sliding and provide a clear definition of the current reality and implications. Please do this in a way that would serve as a "case foundation" for class teamwork.

Your written case vignette should include the following:

- a. A careful description of the situation
- b. Clarity on what was or was not done toward coaching a person, a team or the whole organization or ministry and the implications and possibility of a coaching intervention
- c. Your perceived sense of what might be best examined, designed, and delivered to improve and/or deal with the reality that seems unsatisfactory
- d. Please provide your reflections on what might be most helpful given your reading and pre-course work
- e. Identify what light you really wish to gain so your team members can have clarity on how they might best help you gain more light and what you might best deliver and advise and coach toward.

Project length: 7-10 page with a one-page executive summary

Project due date: **February 14, 2025**, uploaded to Canvas

Basis of grade: demonstrated clarity of self-awareness of web and flow, patterns, implications and choice of steps toward a preferred future web and flow and pattern.

Project value: 25%

Mid-Course/During course Assignments:

1. Each participant will be a part of a learning team fully engaged in experiential learning around what we process each day. In particular, please expect to do high quality teamwork that seeks to apply each step of our daily learning journey of appreciative leadership & management coaching applying the 4 D's of Scaling and the 5 D's of appreciative group inquiry. Your teams will be engaged in shaping an ideal coaching inquiry path that you will then have an opportunity to apply in a post course project real time context. We will make this as user friendly as we can. Your cumulative team project will be shared with other teams in a final presentation & made available to all in the class. A team grade will be applied with advice from each team leader.

2. The team presentation and the class presentation on your one chosen book you will be our coach/expert on will be combined together for 25% of the course grade.

Project due date: **February 21, 2025** and as scheduled throughout the week for the class presentations.

Basis of the grade: Demonstration of teamwork and its quality in your teams, team coaching as you coach us forward using your chosen book resource and whole class coaching with the quality of your final team reports (organizational coaching at its best).

Project Value: 25 %

Post-Course Assignments:

1. **Post-Course Paper**

Each participant will be expected to do a real time use of the appreciative coaching dream and path their team shaped (contextually adapted as needed). It is expected that each class participant will do such a coaching/facilitation journey experimenting with what they were part of developing. They must find an experimental group they use this path with and then do a post course paper in which they write up a full report on collective responses to each step in the designed path and plan. After sharing the results as integrated please also share how the process worked, what the surprises were, how the path and plan served them and what will be changed going forward in future group coaching or facilitation engagements. It is suggested that you identify how you will change the design, plan, path and ingredients when used beyond the experimental process.

Project length: 10-12 pages

Project due date: **April 18, 2025**, uploaded to Canvas

Project grade basis: Clarity of best practice experimentation, reporting, and refinements to process, path, key resources/instrument & future process insights.

Project value: 25%

SEMINARY CALENDER

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Modular Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI

features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

BIBLIOGRAPHY

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