



Course ID:	Course Title:	Winter 2017
NT 633	A Biblical Theology of Suffering and Hope	Prerequisite: None
		Credits: 3

ONLINE CLASS

Class Information		Instructor Information		Important Dates	
Days:	Starts Jan 9 Online participation ends March 13	Instructor:	Beth Stovell, Ph.D.	First day of classes:	Monday, Jan 9, 2017
		Email:	BStovell@ambrose.edu	Last day to add/drop, or change to audit:	End of first week of class
		Phone:	403-410-2000 ext. 3995	Last day to withdraw from course:	Fri, Mar. 17, 2017
		Office:	L2076	Last day to apply for coursework extension:	Mon, Mar. 29, 2017
		Office Hours:	By appointment via e- mail	Last day of classes:	Tue, April 11, 2017

Course Description

Suffering is experienced both individually and in communities all over the world. How does Scripture help us to understand the nature of suffering and how to respond to suffering? How is the Christian hope understood in light of suffering? This course will explore how Scripture addresses these questions. Examining the powerful message of the Old and New Testaments will demonstrate the continuing impact of the Bible's picture of suffering and hope for the Church today, for our spiritual lives, and for the world.

Expected Learning Outcomes

1. Identify and examine the theological themes of suffering and hope in the Old and New Testaments with an awareness of their historical, social, and literary background.
2. Evaluate the impact of these themes on their own spiritual journey, the Church, and the world and propose approaches that lead toward redemptive action.

Textbooks

Required:

1. Thompson, Michael E. W. *"Where Is the God of Justice?": The Old Testament and Suffering*. Eugene, Or.: Pickwick Publications, 2011.
2. Wright, N. T. *Evil and the Justice of God*. Downers Grove, Ill.: IVP Books, 2006.

3. Beker, Johan Christiaan. *Suffering and Hope: The Biblical Vision and the Human Predicament*. Grand Rapids, Wm. B. Eerdmans Publishing, 1994.

A modern English translation of the Bible is required reading. Students may use the following translations: NRSV, NASB, NIV 2011, ESV. Students may also use modern translations like the NLT and the Message to complement their reading.

Course Schedule

The readings for the “Reading for Session” should be read prior to class for the designated day. References to parts of Scripture indicate sections from the Old and New Testaments to be read (e.g., Genesis, Exodus, etc.). “Thompson” refers to Thompson, Michael E. W. *“Where Is the God of Justice?”: The Old Testament and Suffering*; “Wright” refers to Wright, N. T. *Evil and the Justice of God*; and “Beker” refers to Beker, Johan Christiaan. *Suffering and Hope: The Biblical Vision and the Human Predicament*.

Date	Topic	Reading for Session	Assignments Due
Week 1: Jan 9-14	Introduction to the course Required: Attend Live Session (via Moodle link to Adobe Connect): Thursday, Jan 12, 6-7pm MST/Alberta Time	Thompson, 1-21 Wright, 9-42 Beker, 1-30	Discussion Question #1 (answer on Moodle): Why are you interested in studying the concepts of suffering and hope in Scripture? Journal #1 due Jan 10 Create and Post Animoto in “Animoto Introductions Forum” by Jan 13 Attend Live Session
Week 2: Jan 15-21	Ecclesiastes and Jeremiah: All that Withers	Thompson, 22-61 (Eccl. and Jer. chapters) Beker, 31-58	Discussion Question #2: What are the major themes associated with the problem of suffering? How does Ecclesiastes describe some of these major themes? How is this helpful to us today? Interact with Animoto on “Animoto Introductions Forum” on Moodle by Jan 17
Week 3: Jan 22-28	Psalms: Lament and Hope, Israel as the Promise of Hope and the Road to Suffering Required: Attend Live Session (via Moodle link to Adobe Connect): Tuesday, Jan 24, 6-8:30pm MST/Alberta Time	Thompson , 31-34, 58-61, 81-84, 100-104 (Review Psalmic interludes) Wright, 43-61	Discussion Question #3: What role do Psalms of lament play in your current ministry/church context? How might the psalms of lament help us deal with suffering today? Attend Live Session

Week 4: Jan 29-Feb 4	Job: Explorations in Theodicy	Thompson, 100-156 (Job chapter) Wright, 62-74	Discussion Question #4: In what ways does the book of Job explore the idea of theodicy? Does Job offer a picture of hope for today? Why or why not? Journal #2 due Feb 4
Week 5: Feb 5-11	The Prophets: Visions of Hope amidst Suffering	Thompson, 62-104 (Prophet chapters)	Discussion Question #5: What message does prophets have related to the experience of suffering and hope for people in their time? How does that message impact us today?
Week 6: Feb 12-19	Christ Has Died, Christ is Risen: Christ's Suffering and the Hope of the Resurrection	Thompson, 157-198 Wright, 75-100 Beker, 59-76	Discussion Question #6: How were the Gospels "good news" to those suffering in the 1 st century? How are the Gospels "good news" to those suffering today? What is the impact of Christ's death on our view of suffering? How does the resurrection provide a new hope?
Reading Week-Feb 20-25-No Class			
Week 7: Feb 26-Mar 4	Paul's Letters: Gospel of Redemptive Suffering and Response to Tragic Suffering Required: Attend Live Session (via Moodle link to Adobe Connect): Tuesday, Feb 28, 6-8:30pm MST/Alberta Time	Wright, 101-166 Beker, 75-123	Discussion Question #7: How did Paul's letters approach the question of suffering and hope in new ways? How do these approaches connect with the world today? Journal #3 due March 4 Attend Live Session
Week 8: Mar 5-Mar 10	Revelation: Ultimate Visions of Suffering and Hope	No reading, work on draft of final paper	Discussion Question #8: How did the book of Revelation provide a picture of hope for the people of its time during their suffering? Is the book of Revelation a hopeful or difficult book for today? Why? Draft of Final Paper (Real World Assignment) Due Saturday, March 11 Final Paper Due Monday, April 10
No final exam. Final paper due Monday, April 10.			

Requirements:

1. Introduction Animoto (5%)

- **Purpose:** An introduction is often your best chance to establish yourself as a distinct individual with something unique to offer the world. Most people default to the standard, “Hi my name is ... I live in . . . I work at. . .”. For this assignment, you will move beyond such a typical introduction and create a 30 second (minimum) animoto about you. (go to animoto.com and see the tutorial under resources on e-Learn or <https://help.animoto.com/hc/en-us/articles/205538197-How-do-I-get-started>-. You will also write a paragraph to accompany the video. While a resume is a professional document consider how an animoto can be an innovative way of conveying the same information. What sort of audience would prefer this format? If you have done the animoto in a previous class, you may update it.

Instructions:

- Step 1: Start by establishing the absolute essential information you think should be included when introducing yourself to others. Obviously, your full name is important, but you may also include your age, your field of study, ethnicity, home town, hobbies, some details of past experience, accomplishments and future goals, etc.
- Step 2: For this assignment you must consider appropriate images and music that will highlight essential information about you while maintaining a professional look. Draft a few ideas, sort through your photographs or google images and arrange the “story.”
- Step 3: Write the text that highlights the images and/or helps put them in the proper frame.
- Step 4: Select the music that best reflects the image of yourself that you want to send out to the world. You could always select the music first and let the rhythm and lyrics guide your story.

Submission guidelines:

- Post your biographical animoto and paragraph to the Discussion Forum **under your name by Friday midnight, January 13th**. Once you have finished your biographical animoto, copy the URL address and click the links button. Next, go to Moodle under the discussion forum labelled your name and click the “add a new discussion topic” button. The subject line must be filled out and in the Message section paste the URL link and highlight it. Click the Insert/edit link button. **Also, in the Message section put the paragraph about yourself**. Click the Post to forum button. **You must watch all the animotos and respond to at least three other animotos (not the instructor’s) by Tuesday midnight, January 17th**. Your responses should be thoughtful, constructive and more than one sentence. Comment on similarities, differences, enquiries, wonderings. **Your name must appear in the discussion forum subject line**.

Assessment:

- Original post: Clarity 1pt, Organization 1pt, Style &Mechanics 1pt=3pts
- Two responses: .5 for each thoughtful, respectful response , Style &mechanics=2pts
- Overall total=5%
- I have created a student account for each student on Animoto. Go to www.animoto.com/ and log in. The email is: OTNT633OL+your first letter of your first name and your last name@gmail.com (i.e. with the instructor’s name, it would be OTNT633OL+bstovell@gmail.com). The password is: ambrose1. Note: I used the first name

or, in some cases, the nickname that you used to register at Ambrose. If you are unsure which name I am using, please contact me.

- You can find a sample animoto at: <https://animoto.com/play/s6J9W10TtBb9Vvlll2UahQ>. I have put a link on Moodle to my biographical Animoto within the Introduction Animoto forum to get us started as well as my biographical paragraph(s).

2. Discussion Forum and “Live” Sessions (25%):

- Students will be divided into small groups. Each week students will be given a question to discuss on their small group discussion board via Moodle. Each week by Thursday, each student is required to participate in Discussion Board with an original entry and by Sunday, respond to another student’s posting, This participation is part of how students are evaluated on whether they are reading their textbooks and watching their assigned films for the course in a timely fashion. See Rubric for Discussion Forum in the Rubrics and Checklists under the General section of Moodle. For details on the expectations, etiquette, etc. of this discussion forum, see “Electronic Etiquette” section below.
- Students must also attend required “Live Sessions,” which are video conferences via Adobe Connect that happen simultaneously at a distance. There will be three of these sessions. Details are listed below under “Live Session Dates”.

3. Journal Assignments: 3 Journals (3 X 10%=30%): Pre-Class Journal, Mid-way Journal, End of Class Journal.

- This journal will give you the chance to answer the same question in three times over the course of the semester. ***The three-part question is: How do you define suffering and how does suffering relate to hope? How does Scripture impact your answer?***
- You may include images, YouTube clips, online links, music, or other forms of media than writing in any or all of your journals. However, you need to also include some written text. The second and third journal should connect in some way with your course readings, lectures, course discussion and/or other course materials. While the style of these journals is personal and therefore you are expected to use everyday speech (“I”) rather than an academic register, please aim for clarity and depth in your writing. As the goal of these journals is for tracing personal growth, they will be Pass/Fail. Journals will be written in the weekly section associated with its due date and in the Assignment section of Moodle.
- *Journal Entry 1. Pre-Class Journal:* For your first journal, you will respond prior to the majority of your course materials have been read, heard, and digested. The goal of this first journal is to see where you start with your view of suffering and hope.
- *Journal Entry 2: Mid-Way Journal:* The second journal entry will discuss how your answer to the question regarding suffering and hope has changed, developed, and/or what you have found interesting about the course in relation to this question.
- *Journal Entry 3: End of Class Journal:* As with the second journey entry, in this third journal entry you will discuss how your answer to the question above would be modified, added to, and/or what you have found interesting in the latter half of the course in relation to this question.

4. Real World Assignment: (Final Paper/Creative Project 30% + Draft of Final Paper/Creative Project 10%=Total 40%):

Draft of Final Paper/Creative Project Due March 11

Final Paper/Creative Project Due April 10

- Writing your final paper is a two-stage process—**Draft of final paper due Saturday, March 11; Final paper due Monday, April 10. All papers are due by midnight. Both stages are required for an optimal grade in this course. Submitted online via Moodle**
- Draft of Final Paper/Creative Project (10%): Students will turn in a draft of their final paper on March 11 to gauge their progress. This draft may be a full paper, an outline with a clear thesis, or whatever stage of notes the paper or creative project is currently in. More comprehensive drafts will be easier to gauge progress and likely provide higher overall grades compared to less comprehensive drafts. This draft will receive an initial grade, which will be 10% of their overall grade for the course. However, if the student's overall grade on the final paper exceeds this draft paper grade, the draft paper grade will be replaced with their final paper grade.
 - Based on the feedback from the draft of their final paper, students will revise their draft and complete their final paper.
 - These papers need to use Times New Roman, 12 point font, double spaced. The formatting should be in Chicago Manual of Style in the footnotes and bibliography style. See http://www.chicagomanualofstyle.org/tools_citationguide.html
- Final Paper/Creative Project (30%): **Due by midnight on April 10, Submitted online via Moodle**
 - Each credit student will write an “interpretive essay” that is 12-15 pages in length or make a creative project of equivalent depth and breadth. For this paper, each student will do the following: 1) Choose a real world example of suffering in the world today. This example may be personal, local, or global. Research this real world problem using at least 3 solid academic sources. 2) Write a paper or make a creative project that uses one of the biblical texts studied in this course to address this real world problem.
 - Final papers in the “interpretive essay” style should be written as to an academic audience similar to a research paper.

OR

- Creative projects may include:
 - a) a project for a ministry session such as teaching, preaching. **Examples of types of presentations/sermons:** The paper may be a sermon or a ministry presentation which may include a teaching session for a Bible study, a small group study, a Sunday School course, or a ministry conference/gathering/retreat, etc.. **When student discusses the topic/theme with instructor, the format for this delivery should be discussed as well.**
 - a. **Short Context Abstract:** Students must specify in a short abstract at the top of the document who the real or imagined target audience is for this project (e. g., urban church, multi-cultural, low-income, para-church organization such as InterVarsity, a service organization, etc.) as well as any other pertinent information (e. g., a sermon for a special occasion such as a communion service, or a Bible study for a three day women's retreat, etc.) This counts towards the total word count/page count for the paper.
 - b. This course is not a homiletics course, but rather a Scripture course. The purpose of this assignment is to assess each student's ability to move from “doing theology” in an academic setting to “applying theology” in a pastoral setting. While I will *not* be

assessing this assignment for homiletic prowess, I still expect each student to practice sound homiletic and teaching principles.

- c. All papers include application and this is particularly true in the sermon/ministry presentation paper: Application should include these three areas: 1. the student's own spiritual journey, 2. their ministry (current or future), and 3. the modern world. This application should propose ways that their theme or passage could move towards redemptive action. (See instructor if clarification is needed).

OR

- b) Alternatively, students may choose to create an art piece for example creating a worship song or liturgy, a story, a drama, or some other kind of artwork. These artistic pieces need to have an appended discussion of the research behind the artistic piece and an explanation of its implications and meaning.
- o For all papers or creative projects:
 - This paper will examine one of the theological themes or one of the biblical texts related to suffering and/or hope in the Old Testament or the New Testament (based on whether you are listed as OT or NT for this course. NT students will use NT texts or themes and OT students will use OT texts or themes). **The text or topic must be approved by the instructor as well as whether students will be doing the paper or creative project option.** A knowledge of Hebrew or Greek is not required to write these papers and it will not be expected that students will have these language skills. However, if students have taken Hebrew or Greek language courses, they are encouraged to use these skills on their papers.
 - Whether focusing on your specific theme or biblical text, these papers (or creative projects) should set their discussion of the theological theme or biblical text in its original historical and cultural background. Discussion should include a variety of different positions on the specific passage or topic from academic articles and books. To ensure this engagement with other scholars, the paper should include at least 10 solid academic sources (course materials, when used, should exist in the bibliography, but will not count to this total).
 - Each paper or creative project must include an "application" section. This section must explore the implications for the student's own faith journey, for the Church today, and for the world.
 - Students will be provided with a rubric identifying the major components of the paper and how they will be graded. The rubric and checklist for this assignment will be included in the folder "Rubrics for Course Assignments" in the "General" section of Moodle.
 - This paper needs to use Times New Roman, 12 point font, double spaced. The formatting should be in Chicago Manual of Style in the footnotes and bibliography style. See http://www.chicagomanualofstyle.org/tools_citationguide.html

All course assignments will be posted via Moodle.

Live Session Dates: Students will meet with each other and the instructor via **Adobe Connect** for a synchronous meeting (meeting at the same time live via video conferencing at a distance). **This is a required component of the course and functions like in-class time for traditional courses. Please let the instructor know in advance if there is a conflict with any of these dates/times.**

- Thursday, Jan 12, 2017, 6:00-7pm (MST/Alberta time): Introduction session
- Tuesday, Jan 24, 2017, 6:00-8:30 pm (MST/Alberta time): Course content with brief lecture with time for questions; discussing upcoming assignments
- Tuesday, Feb 28, 2017, 6:00-8:30 pm (MST/Alberta time): Final paper and preparation for end of course session

Grade Summary:

Assignment	Percentage
Introduction Animoto	5%
Small Group Discussion Questions	25%
Journals (3 X 10%)	30%
Draft of Final Paper/Creative Project	10%
Final Paper/Creative Project	30%
TOTAL:	100%

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	

C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out

Other:

Bibliography for additional research:

Boyd, Gregory A. Satan and the Problem of Evil: Constructing a Trinitarian Warfare Theodicy. Downers Grove, Illinois: InterVarsity Press, 2001.

Braaten, Carl E. and Robert W. Jenson. Sin, Death, and the Devil. Grand Rapids: Eerdmans, 2000.

Brown, Sally A. and Patrick D. Miller, ed. Lament: Reclaiming Practices in Pulpit, Pew, and Public Square. Louisville, Kentucky: Westminster John Knox, 2005.

Burkle, Howard R. God, Suffering and Belief. Nashville: Abingdon, 1977.

Carson, D. A. How Long, O Lord? Reflections on Suffering and Evil. Grand Rapids: Baker; Nottingham: InterVarsity, 1990, 2006.

Ehrman, Bart D. God's Problem: How the Bible Fails to Answer Our Most Important Question - - Why We Suffer. New York: Harper One, 2008.

Fee, Gordon D. The Disease of the Health and Wealth Gospels. Costa Mesa: California: The Word for Today, 1979.

Fiddes, Paul S. The Creative Suffering of God. Oxford: Clarendon, 1988.

Garland, G. F. The Power of God to Heal: All the Accounts of Healing in the Bible Reproduced in their Entirety. Mamaroneck, New York: Guideform, 1973.

Gerstenberger, Erhard S. and Wolfgang Schrage. Suffering. Trans. John E. Steely. Nashville: Abingdon, 1980.

Griffin, David. God, Power and Evil: A Process Theodicy. Philadelphia: Westminster, 1976.

Hall, Douglas John. God and Human Suffering: An Exercise in the Theology of the Cross. Minneapolis: Augsburg, 1986

Hallman, Joseph M. The Descent of God: Divine Suffering in History and Theology. Minneapolis: Fortress, 1991.

Howard, J. Keir. Disease and Healing in the New Testament. Lanham, Maryland: University Press of America, 2001.

Kaiser, Walter C., Jr. A Biblical Approach to Personal Suffering. Chicago: Moody, 1982.

Kitamori, Kazoh. Theology of the Pain of God. Richmond, Virginia: John Knox, 1958.

- Kreeft, Peter. Making Sense Out of Suffering. Ann Arbor, Michigan: Servant Books, 1986.
- Kushner, Harold. When Bad Things Happen to Good People. New York: Schocken Books, 1981.
- Levenson, Jon D. Creation and the Persistence of Evil: The Jewish Drama of Divine Omnipotence. Princeton, New Jersey: Princeton University Press, 1987.
- Lewis, C. S. A Grief Observed. London: Faber, 1966.
- Lewis, C. S. The Problem of Pain. New York: Macmillan, 1962; San Francisco: HarperCollins, 2001.
- Lindstrom, Fredrik. Suffering and Sin: Interpretations of Illness in the Individual Complaint Psalms. Stockholm: Almqvist & Wiksell International, 1994.
- McGrath, Alister E. Suffering and God. Grand Rapids: Zondervan, 1992, 1995.
- McWilliams, Warren. The Passion of God: Divine Suffering in Contemporary Protestant Theology. Macon: Mercer University Press, 1985.
- Milazzo, G. Tom. The Protest and the Silence: Suffering, Death and Biblical Theology. Minneapolis: Fortress, 1992.
- Morris, Robert Corin. Suffering and the Courage of God: Exploring How Grace and Suffering Meet. Brewster, Massachusetts: Paraclete, 2005.
- Nouwen, Henry. The Wounded Healer. Garden City, New York: Doubleday & Company / Image Books, 1979.
- Peterson, Michael L. Evil and the Christian God. Grand Rapids: Baker, 1982.
- Plantinga, Alvin J. God, Freedom, and Evil. Grand Rapids: Eerdmans, 1974.
- Robinson, H. Wheeler. The Cross in the Old Testament. Philadelphia: Westminster, 1955.
- Sanders, John. The God Who Risks: A Theology of Divine Providence. Downers Grove, Illinois: IVP Academic, 2007.
- Seybold, Klaus and Ulrich B. Mueller. Sickness and Healing. Trans. D. W. Stott. Nashville: Abingdon, 1981.
- Sproul, R. C. Surprised by Suffering. Wheaton, Illinois: Tyndale House, 1988.
- Swenson, Kristin M. Living Through Pain: Psalms and the Search for Wholeness. Waco, Texas: Baylor University Press, 2005.
- Tambasco, Anthony J. ed. The Bible on Suffering: Social and Political Implications. New York / Mahwah, New Jersey: Paulist Press, 2001.
- Thomas, John Christopher. The Devil, Disease and Deliverance: Origins of Illness in New Testament Thought. Sheffield: Sheffield Academic Press, 1998.
- Tiegreen, Chris. Why a Suffering World Makes Sense. Grand Rapids: Baker, 2006.
- Tournier, Paul. Creative Suffering. San Francisco: Harper & Row, 1982.
- Vanauken, Sheldon. A Severe Mercy. San Francisco, Harper & Row, 1977.
- Volf, Miroslav. Exclusion & Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation. Nashville: Abingdon, 1996.

Watson, Jeffrey A. Looking Beyond: A Christian View of Suffering and Death. Wheaton, Illinois: Victor Books, 1986.

Wilkinson, John. Health and Healing: Studies in New Testament Principles and Practice. Edinburgh: Handsel Press, 1980.

Yancey, Philip. Disappointment with God: Three Questions No One Asks Aloud. Grand Rapids: Zondervan, 1988.

Yancey, Philip. Where is God When it Hurts? Grand Rapids: Zondervan, 1977.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student

to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

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