



<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2017</b>
<b>PT501</b>	<b>Personal Formation &amp; Development</b>	<b>Prerequisite:</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Thursdays	<b>Instructor:</b>	Mark Buchanan, BFA, MACS	<b>First day of classes:</b>	Wed., Sept. 6
<b>Time:</b>	2:30-5:15	<b>Email:</b>	mbuchanan@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Sept 17
<b>Room:</b>	L2100	<b>Phone:</b>	403-410-2000, ext 7907	<b>Last day to request revised exam:</b>	Mon, Oct. 23
<b>Lab/Tutorial:</b>	None	<b>Office:</b>	L2071	<b>Last day to withdraw from course:</b>	Mon, Nov 13
		<b>Office Hours:</b>	By Appt.	<b>Last day to apply for coursework extension:</b>	Mon, Nov 20
<b>Final Exam:</b>	None			<b>Last day of classes:</b>	Mon, Dec 11

### Course Description

This course explores the nature, goals, ways and means of spiritual, personal, and character formation. We mine Scripture and church history to discover our rich inheritance of formative theology and practice, and we reflect on these in light of our own experiences. Particularly, we look at the monastic concept of a *Rule of Life*, with an eye to helping you develop a personal rule that fits your personality, season of life, giftedness, sense of call, and unique social and cultural situation. Overall, you will learn, adapt and integrate practices to cultivate your union with Christ in a way that honours who you are and what God is or might be calling you to.

We will also examine the purpose, nature, and value of the Personal Growth Portfolio (PGP) with the intent of integrating it into your overall studies at Ambrose.

As well, you will take electronically the Myers Briggs Type Indicator (MBTI), and we will dedicate an entire class to exploring it. (The MBTI profile is also used in PT710 and becomes part of your PGP). You will receive the MBTI questionnaire the first week of class and must complete it no later than the third week.

### Expected Learning Outcomes

You should gain from this course an ability to:

1. articulate your current sense of who you are and what God is or might be calling you to;
2. understand spiritual, personal, and character (SPC) formation in light of who you are and what God is or might be calling you to;
3. understand SPC formation in light of biblical theology, classic historical spiritual disciplines, and the Rule of Life;

4. develop a regimen and rhythm of SPC practices - a Rule of Life - matched to who you are and what God is or might be calling you to;
5. grasp the nature, value, and purpose of the Personal Growth Portfolio (PGP).

### **Textbooks:**

- David Benner, *The Gift of Being Yourself*
- Ruth Haley Barton, *Sacred Rhythms*
- Stephen Macchia, *Crafting a Rule of Life*

### **Highly Recommended:**

- Belden Lane, *The Solace of Fierce Landscapes*
- Ken Shigematsu, *God in My Everything*
- Dallas Willard, *The Divine Conspiracy*

### **Course History:**

PT501 has been part of the core curriculum at Ambrose Seminary for many years and became part of my yearly course load when I joined the faculty in 2013. It dovetails neatly with one of my primary and longstanding concerns: *How do we join in the Spirit's work to draw us into Christ's own fellowship with the Father?* This concern was at the heart of my pastoral ministry from 1995 to 2103, and has occupied much of my written work since 2001. It continues to engage my energies and capture my imagination as a professor. PT501 has become a "signature" course for me, one I teach out of who I am.

### **Course Design:**

This course is built around two core convictions. The first is that the Triune God has "made his home" with us (John 14:23) and that he invites us to abide – or make our home – with him. We have joined the company of the three-in-one God. The second conviction is that it takes wisdom, practice, patience, and endurance, and a community of other Christ-followers, both living and dead, to get even half good at this.

To this end, we will seek to be a community as we explore the ways men and women throughout the ages have dwelt with God.

### **Course Schedule:**

The following is a *tentative* outline (also note: the order may change):

- |        |  |
|--------|--|
| Sept 7 | Introduction: Life to the Full (& intro to MBTI and PGP) |
| 14     | Discerning & Living a Call                               |
| 21     | Desire & Self-Denial                                     |
| 28     | <b>NO CLASS: Seminary Retreat</b>                        |
| Oct 5  | Understanding & Applying the MBTI (Joy Ulrich)           |
| 12     | A Word-soaked Life                                       |
| 19     | Work & Rest  |
| 26     | Friendship & Mentorship                                  |
|        | <i>or</i>  |
|        | Thanks & Worship   |
| Nov 2  | Silence & Speaking                                       |
|        | <i>or</i>  |

	Prayer & Discernment
9	<b>NO CLASS: Reading &amp; Modular Week</b>
16	Community & Solitude + Class Presentations
23	Forgiveness & Reconciliation + Class Presentations
30	Understanding & Applying the Enneagram (Matt & Jamie Boda)
Dec 7	Finishing Well

**Requirements:**

1. *Formation Assignment (Expected Learning Outcomes 1, 2 &/or 3)*

a. Explore your current sense of call, and evaluate your current formative practices in light of this, especially with an eye to what practices you may need for the future. 5-6 pages (follow format guidelines below).

**Or**

b. Examine one NT letter and reflect on the connection between the content of that letter and the life and vocation of its author - for example, what is the relationship between the Apostle Paul's life and calling and his letter to the Philippians, or between 1 Peter and Peter's own story of following Jesus? 5-6 pages (follow format guidelines below).

**Or**

c. Explore a single classical spiritual practice (i.e., fasting, solitude, Scripture meditation, alms giving, etc.) and give a brief account of its biblical foundation and its history within the church, as well as discuss its benefits, possible drawbacks, and your own practice or intended engagement with this discipline, with some reflection on how it might benefit you in your calling. 5-6 pages (follow format guidelines below).

**Or**

d. Attend a Scripture memorization course (details and dates provided in the first or second class; a small extra cost of \$20 is required) and give an oral summary and recitation in class (dates to be worked out with instructor)

**Or**

e. Watch 3 of the movies listed in the filmography (or any other relevant movie – please talk over with instructor) and write a reflection on what each depicts about SPC formation. 5-6 pages (follow format guidelines below).

**Or**

f. Pitch me an idea....

**Due: Monday, October 16, Midnight**

2. *A Rule of Life (Expected Learning Outcomes 1 through 5, especially 4)*

Develop a Rule of Life (RoL) - a plan of spiritually formative practices and rhythms keyed to your personality, season of life, and call. Put the RoL in chart form, and then write up why these practices matter to you and how you plan to integrate and implement them. A RoL chart + 6-8 pages of annotation (follow format guidelines below).

**Due: Monday, November 20, Midnight**

3. *Biblical Character Study with Course Material Integration & Class Presentation (Expected Learning Outcomes 1 through 5)*

Explore one biblical or historical person (please discuss with the instructor before proceeding - and please start your study early in the semester) with a focus on that person's spiritual formation and vocation (and/or deformation). Be mindful of the implications for your own life. Integrate themes from the course lectures, readings, discussions, and from your own life experience. Present your work in a medium of your choosing – essay, drama, story, video, some art form, etc. If you choose to write a paper, make it 10-12 pages (follow format guidelines below).

You can, if they choose, collaborate with 1 to 3 other PT501 students on this assignment.

On **November 23 and 30**, we will use all or a portion of each class for each student or student team to present their work.

**Due: Varied, beginning November 23, and NO LATER than Monday, December 11, Midnight**

4. *Reading Summaries (Expected Learning Outcomes 1 through 4)*

a. Write a 1-page précis of any 2 of the required texts. This is strictly a summary of the book's contents – not a critique, analysis, or response. *Each précis must not exceed 1-page* (follow format guidelines below).

**Due: 1<sup>st</sup> Summary – Monday, October 2, Midnight**

**2<sup>nd</sup> Summary – Monday, November 13, Midnight**

**Or**

b. Write a 3-page (follow format guidelines below) summary, critique, and personal response to any one of the required texts.

**Due: Monday, November 13, Midnight**

5. *Reading Tally (see Moodle for template)*

**Due: December 11, Midnight**

**Evaluation:**

<b>Assignment</b>	<b>%</b>	<b>Due date</b>
<b>Assignment 1: Formation Assignment (a through f)</b>	<b>20%</b>	<b>Oct 16</b>
<b>Assignment 2: Rule of Life</b>	<b>25%</b>	<b>Nov 20</b>
<b>Assignment 3: Character Study &amp; Presentation</b>	<b>30%</b>	<b>Varied</b>
<b>Assignment 4: Reading Summaries (a or b)</b>	<b>15%</b>	<b>10/2; 11/13</b>
<b>Assignment 5: Reading Tally</b>	<b>10%</b>	<b>Dec 11</b>

**Submission of Assignments & Formatting Policy:**

Please submit all assignment **in Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than Midnight on due date). **INCLUDE** your first and last name at the **BEGINNING** of the file name as well as the assignment name – i.e., SallyJonesFormationAssignmentb.doc

All papers must:

- Use 1.5 spacing.
- Use *Times New Roman, Arial* or *Garamond* 12-point font.
- Be numbered.

- Cite sources properly. NOTE: The student can use his/her preferred style (e.g. Kate Turabian’s *A Manual for Writers*, or *The Chicago Manual of Style*), but must remain consistent throughout the entire paper.
- Use inclusive language. The student is encouraged to avoid the consistent use of masculine terminology in reference to people in the general sense. For example, prefer using the terms “humanity” or “people” or “humankind” over the terms “man” or “mankind” when referring to the human race.
- Include a title page.

**Late Policy:**

Due dates are valuable for several reasons. Here are three: 1) They allow me, the instructor, to adequately plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality. Most of your life involves hard deadlines - mortgage payments, project assignments, work schedules. This is like that; 3) They create a level playing field. It’s simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. **Therefore**, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. **All requests for extension must be submitted to me in writing on or before the assignment’s due date.** Otherwise, any submissions received later than midnight on the due date will be deemed late and penalized at a 5% deduction per day.

**PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY.**

**Attendance:**

Although attendance makes up no portion of your grade, you are expected to fully participate in class discussions and to integrate the course material into your written work. Therefore, make every effort to attend and fully participate in each class.

**Grade Summary:**

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Satisfactory
C	
C-	
D+	Minimal Pass
D	
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.

## How to Write a Good Academic Paper (Adapted from an article by Dr. Bill McAlpine)

Reading a thoughtful, well-argued, well-researched, well-written paper is one of a teacher's delights. Reading a poorly reasoned, thinly researched, sloppily written one, one of a teacher's torments.

You are asked to write an *academic paper*. This is not the same as an essay, personal reflection, or thought-piece. It's its own creature. Hopefully the following suggestions will help you.

- ✓ **Research.** Start thinking about and reading for the paper early. Insight from good research seldom, if ever, comes from crunching and scrambling. Asking God for a miracle when you've put off your research until the last moment is an act of presumption, not faith. Complete most of your research before starting to write. Try to establish a preliminary outline early in the process. **(please consult Late Policy in syllabus).**
- ✓ **Reflection.** Prior to writing your final draft you should be able to answer the following questions:
  - What is my central theme?
  - What questions I am addressing related to this theme?
  - What line of argument am I taking in answering these questions?
- ✓ **Thesis.** Surprise endings are great in movies but terrible in academic papers. The ending, and how you arrive at it, should be evident from the beginning. Your first paragraph should grab the reader's attention and convince him/her that what follows merits their careful attention and reflection. Your second paragraph should provide a clear purpose statement, and should describe the overall direction of your paper, the conclusions you have come to, and the line of argument you will take to get there. This, in essence, is your thesis.
- ✓ **Argumentation, not assertion.** A good academic paper both develops and demonstrates your skills of analysis, evaluation, and critical thinking. Therefore, a bare summary of other people's views and ideas is inadequate. Likewise, bald assertion of your personal opinion or conviction devoid of reasonable argumentation and substantiation is inadequate.
- ✓ **Conclusion:** Conclude well. A summary is not a conclusion. A conclusion demonstrates that you have interpreted, reflected on, and, where appropriate, applied your research convincingly
- ✓ **Style:** Academic writing does not have to be boring. Be creative. Be interesting. Avoid clichés and the passive voice. Each paragraph should address one idea and each sentence should be grammatically correct (that is, it should contain at least a subject and a verb). Use a rich and varied vocabulary but also strive for simplicity, brevity, and clarity - avoid too many words and too many big words. Read your paper out loud, or have someone else read it to you: even beginner writers can *hear* sloppy writing better than they can *see* it.

## Select Bibliography:

- Barton, Ruth Haley. *Discerning the Will of God Together: A Discernment Practice for Leadership Groups*. Downers Grove, IL: IVP Books, 2012.
- Sacred Rhythms: Arranging Our Lives for Spiritual Transformation*. Downers Grove, IL: IVP Books, 2006.
- Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Downers Grove, IL: IVP Books, 2012.
- Benner, David. *The Gift of Being Yourself: The Sacred Call to Self-Discovery*. Downers Grove, IL: IVP Books, 2004.
- Soulful Spirituality: Becoming Fully Alive & Deeply Human*. Ada, MI: Brazos Press, 2011.
- Buchanan, Mark. *Hidden in Plain Sight: The Secret of More*. Nashville, TN: Thomas Nelson, 2007.
- The Holy Wild: Trusting in the Character of God*. Colorado Springs, CO: Multnomah, 2003.
- Spiritual Rhythm: Being with Jesus Every Season of Your Soul*. Grand Rapids, MI: Zondervan, 2010.
- The Rest of God: Restoring Your Soul by Restoring Sabbath*. Nashville, TN: Thomas Nelson, 2006.
- Your God is Too Safe: Rediscovering the Wonder of a God You Can't Control*. Colorado Springs, CO: Multnomah, 2001.
- Crouch, Andy. *Playing God: Redeeming the Gift of Power*. Downers Grove, IL: IVP Books, 2013.
- Strong & Weak: Embracing a Life of Love, Risk & True Flourishing*. Downers Grove, IL: IVP Books, 2016.
- Dirks, Morris. *Forming the Leader's Soul: An Invitation to Spiritual Direction*. Portland, OR: Soul Formation, 2013.
- Duhigg, Charles. *The Power of Habit: Why We Do What We Do in Life & Business*. Toronto, ON: Anchor Canada, 2012.
- Edwards, Gene. *A Tale of Three Kings: A Study in Brokenness*. Nashville, TN: Tyndale, 1992.
- Ekblad, Bob. *Reading the Bible with the Damned*. Louisville, KY: John Knox Press, 2005.
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- Freedom of Simplicity: Finding Harmony in a Complex World*. San Francisco, CA: HarperOne, 2005.
- Prayer: Finding the Hearts True Home*. San Francisco, CA: HarperCollins, 2009.
- Guinness, Os. *The Call: Finding & Fulfilling the Central Purpose of Your Life*. Nashville, TN: Thomas Nelson, 2003.
- Heschel, Abraham J. *The Sabbath*. New York, NY: FSG Adult, 2005.
- Keller, Timothy. *The Meaning of Marriage: Facing the Complexities of Commitment with the Wisdom of God*. New York, NY: Dutton Adult, 2011.
- Lane, Belden C. *Landscapes of the Sacred: Geography & Narrative in American Spirituality*. Baltimore, MD: John Hopkins University, Press, 2001.



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*Broken & Whole: A Leader's Path to Spiritual Transformation*. Downers Grove, IL: IVP, 2016.
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- Nouwen, Henri. *In The Name of Jesus: Reflections on Christian Leadership*. New York, NY: CrossRoads Publishing, 1992.  
*The Return of the Prodigal: A Story of Homecoming*. New York, NY: Image, 1994.  
*The Way of the Heart: Connecting to God through Prayer, Wisdom & Silence*. New York, NY: Ballantine Books, 2003.  
*The Wounded Healer: Ministry in Contemporary Society*. New York, NY: Image, 1979.
- Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass, 2007.  
*A Hidden Wholeness: The Journey Toward an Undivided Life*. San Francisco, CA: Jossey-Bass, 2009.  
*Let Your Life Speak: Listening For The Voice Of Vocation*. San Francisco, CA: Jossey-Bass, 1999.
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*Under The Unpredictable Plant: An Exploration in Vocational Holiness*. Grand Rapids, MI: Eerdmans, 1994.  
*Working the Angles*. Grand Rapids, MI: Eerdmans, 1989.
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*The Emotionally Healthy Church: A Strategy for Discipleship that Actually Changes Lives*. Grand Rapids, Ill: Zondervan, 2010.
- Shigematsu, Ken. *God in My Everything: How an Ancient Rhythm Helps Busy People Enjoy God*. Grand Rapids, MI: Zondervan, 2013.  
*Survival Guide for the Soul: How to Flourish Spiritually in a World the Pressures Us to Achieve*. To be published in 2018.
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*Courage & Calling: Embracing your God Given Potential*. Downers Grove, Ill. IVP, 2011.  
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- Renovation of the Heart: Putting on the Character of Christ.* Colorado Springs, CO: NAV Press, 2012.
- The Spirit of the Disciplines: Understanding How God Changes Lives.* San Francisco, CA: HarperOne, 1999.
- William, Rowan. *Being Christian: Baptism, Bible, Eucharist, Prayer.* Grand Rapids, Ill: Eerdmans, 2014.
- Being Disciples: Essentials of the Christian Life.* Grand Rapids, Ill: Eerdmans, 2016.

**Select Filmography (WARNING: language and content advisory for most films):**

The Apostle  
 Arrival  
 Avatar  
 Babette's Feast  
 The Big Kahuna  
 Chariots of Fire  
 Dead Man Walking  
 The Elephant Man  
 Fearless  
 Fences  
 Fight Club  
 Groundhog Day  
 Hacksaw Ridge  
 Her  
 Into the Wild  
 Intouchables  
 Lion  
 Magnolia  
 The Mission  
 The Seventh Seal  
 Shadowlands  
 Silence  
 Schindler's List  
 Stalker  
 The Straight Story

## 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](mailto: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.