

Course ID:	Course Title:	Fall 2022
PT501	Personal Formation & Development	Prerequisite: None
		Credits: 3/Pass/Fail

Class Information		Instructor Information		Important Dates	
Days:	Thursday	Instructor:	Mark Buchanan, BFA, MACS	First day of this class:	Sept 8
Time:	6:45-9:30 PM	Email:	mbuchanan@ambrose.edu	Last day to add/drop, or change to audit:	Sept 18
Room:	A2212	Phone:	403-410-2000, ext 7907	Last day to request revised final exam:	NA
Lab/Tutorial:	None	Office:	L2071	Last day to withdraw from course w/o academic penalty:	Nov 21
		Office Hours:	By Appointment	Last day to apply for coursework extension:	Nov 23
Final Exam:	None			Last day of this class:	Dec 8

PT 501 - Course Description

This course helps the student develop a rule of life that fits their personality, season of life, and unique situation. It explores the nature and goal of spiritual formation, as well examines our rich inheritance of spiritual practices from Scripture and church history, with an eye to adapting these for our time and place. The student will also be asked to undertake an intensive study of one biblical or historical figure in light of that individual's spiritual formation (and, if warranted, deformation) *or* to choose one of the autobiographies listed below and to undertake an intensive study of that person's spiritual formation, being mindful of the connecting points in your own life. Overall, the emphasis will be on the student cultivating increasing Christ-likeness expressed through their God-given personality.

The course is hybrid format, meaning classes are held in-person but live-streamed *for students who do not live in the Calgary area*. Under restricted circumstances – poor road conditions, vehicle breakdown, illness, etc. – a local student may ask permission to attend on-line. Two of the 13 classes will be completely on-line (see schedule below).

PT 501 is also one of four required Seminary courses that has Seminary 101 (see below for details) embedded in it.

PT 501 - Expected Learning Outcomes

You should gain from this course an ability to:

1. articulate your current sense of who you are and the ways God is or might be calling you;
2. understand spiritual, personal, and character (SPC) formation in light of who you are and the ways God is or might be calling you;

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 the ways God is or might be calling you and fitted to the ways God has made you;
5. understand and address the deep-rooted behaviors and beliefs that keep you from flourishing.

Seminary 101 - Description

As mentioned above, PT 501 is a **Seminary 101** course. This means that there are several components built into PT 501 to help each student learn or strengthen their core writing skills (other Seminary 101 courses focus on teaching or strengthening research skills).

Seminary 101 – Requirements

- Attend, on-line or in-person, at least two of the five Writing Workshops offered by Dr. Beth Gripping from the Ambrose Writing Centre (see list in Moodle for details and dates). **Note:** Dr. Beth Gripping will need to validate student attendance.
- Participate fully in the PT 501 class on September 22 in which Dr. Beth Gripping will teach a one-hour session on writing a research paper.
- Demonstrate in written work the skills learned in these workshops.

Seminary 101 - Expected Learning Outcomes

1. A demonstrable grasp of the aims and strategies of academic writing.
2. A measurable improvement in the clarity, brevity, and cogency of such writing.

Required Textbooks

- Ruth Haley Barton, *Sacred Rhythms*
- Joan Chittister, *Radical Spirit*
- Stephen Macchia, *Crafting a Rule of Life*

Also, choose and read (by Oct 20) ONE of the following:

- St Augustine, *Confessions*
- Corrie Ten Boom, *The Hiding Place*
- Jill Weber, *Even the Sparrow: A Pilgrim's Guide to Prayer, Trust & Following Jesus*

Highly Recommended Textbooks

- David Benner, *The Gift of Being Yourself*
- Joan Chittister, *Wisdom Distilled from the Daily*
- Nathan Foster, *The Making of an Ordinary Saint*
- Evan Howard, *A Guide to Christian Spiritual Formation*
- Belden Lane, *The Solace of Fierce Landscapes*
- Henri Nouwen, *Life of the Beloved*
- Ken Shigematsu, *God in My Everything*
- Barbara B. Taylor, *An Altar in the World*
- Dallas Willard, *The Divine Conspiracy*
- _____, *The Spirit of the Disciplines*
- Trish H. Warren, *Liturgy of the Ordinary*

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 with one of my primary and longstanding concerns: *How do we join 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 1989 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. Christ has joined us to the company of the three-in-one God. The second conviction is that we are skilled at evading this and so it takes wisdom, practice, patience, endurance, and a community of other Christ-followers, both living and dead, to get even half good at this.

So we will seek to be such a community – or a *cummunitas*, a group who did not choose each other but who find ourselves in the company of one another - as we inquire into the ways men and women throughout the ages have dwelt with God, and together seek wisdom for our own lives.

In each session, we will pursue this exploration by probing one key life question.

Course Schedule

The following is a *tentative* outline. **NOTE:** Classes on **October 6 & November 17** are **on-line**):

- | | | |
|------|----|---|
| Sept | 8 | Introduction: <i>Where Have I Come From?</i> Sainthood & The Movements of the Heart |
| | 15 | <i>Why Am I Here?</i> Discerning & Living a Call |
| | 22 | <i>What Do I Want?</i> Desire & Self-Denial (& Dr. Beth Gripping, Seminary 101) |
| | 29 | <i>Where Does My Help Come From?</i> Scripture, Prayer & Holy Spirit |
| Oct | 6 | <i>What Hinders Me?</i> Forgiveness & Reconciliation (on-line; check Moodle for Zoom link) |
| | 13 | Downey Lectures (Dr. Willie Jennings; and Oct 12; see Requirements for assignment option) |
| | 20 | <i>What is My Story?</i> Spiritual Autobiography (with Rev. Dr. Pilar Gateman) |
| | 27 | <i>What is My Work?</i> Work & Goals + Star Party |
| Nov | 3 | <i>Where Do I Find Renewal?</i> Rest & Play |
| | 10 | NO CLASS: Reading & Modular Week |
| | 17 | <i>Where is My Home?</i> Community & Solitude (on-line; check Moodle for Zoom link) |
| | 24 | <i>Who Will Help Me?</i> Friendship & Mentorship + Class Presentations |
| Dec | 1 | <i>How Shall I Live?</i> Generosity & Frugality + Class Presentations |
| | 8 | <i>Where Am I Going?</i> Finishing Well |

NOTE: I will post in Moodle a Session Outline for each class no later than 24-hours prior to the class.

Course Requirements

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

a. Describe 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. 1000 words (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? 1000 words (follow format guidelines below).

Or

c. Choose 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, potential drawbacks, and your own practice or intended engagement with this discipline. Include brief reflection on how it might benefit you in your calling. 1000 words (follow format guidelines below).

Or

d. Watch two 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, good or bad. 1000 words (follow format guidelines below).

Due: Wednesday, Oct 5, 5 PM; Worth 15 % of total evaluation

2. *Downey Lectures Assignment*

Attend **both** Downey lectures (October 12 & 13; you may attend either or both on-line) with Dr. Willie Jennings and write or video a summary and response to one key idea he presents. 500 words for written assignment (follow format guidelines below), 3-5 minutes for video assignment.

Due: Wednesday, Oct 19, 5 PM; Worth 15 % of total evaluation

3. *Rule of Life Assignment (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, sense of call, and cultural/social location. Put the RoL in chart form, and then write up 2-3 pages of annotation about why these practices matter to you and how you plan to integrate and implement them. Use the Macchia textbook as a guide (but you need not follow it slavishly). This assignment will make up part of your **Personal Growth Portfolio** (PGP).

Due: Wednesday, November 2, 5 PM; Worth 20 % of total evaluation

4. *Biblical Character Study or Autobiography Assignment (with Course Material Integration & Class Presentation; Expected Learning Outcomes 1 through 5)*

a. Explore one biblical or historical person (**please submit by Oct 12, 5 pm a one-paragraph proposal to the instructor**) 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 2000 words (follow format guidelines below). We will use a portion of the classes on **October 27, November 3 & 24, and December 1** for each student or student team to give a 5-minute presentation on *the core of their research*.

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

Or

b. Choose one of the Spiritual Autobiographies listed among the **Required Texts**. Focus on that person’s Spiritual Formation, being mindful of the connecting points with your own life. Integrate their formation with yours, including references to course readings, class discussions, and personal experience. You may present this work in a medium of your choosing – essay, drama, story, video, some art form. If you choose to write the paper, make it 2000 words (following format guidelines below). We will use a portion of the classes on **November 24, and December 1** for each student to give a 5-minute presentation on the core of their work.

Due: Wednesday, November 30, 5 PM; Worth 20 % of total evaluation

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

Write a 25-30 word summary of each book or monograph you read (required texts *must be included*) and a 15-25 word summary of each article or essay. Include the number of pages you read of each work.

NOTE: reading must be a minimum of 800 pages total.

Due: Wednesday, Dec 7, 5 PM; Worth 15 % of total evaluation

5. *Attendance and Participation (Expected Learning Outcomes 1 through 5)*

Since in this course students are evaluated on the evidence of their engagement with the ideas and practices discussed throughout, full attendance and participation is expected. Any student who misses more than two classes without adequate reason will automatically fall to a P2 level (see “Grade Summary” below), and any student who misses more than three classes without adequate reason will automatically fail. Adequate reasons for missing class include: serious illness, a life or family crisis, a travel emergency, and *in some cases* commitments made *before* the student registered for the course. Inadequate reasons include: general tiredness, life’s little bumps, poor time management, and commitments made *after* the student enrolled in the course.

Throughout; Worth 15 % of total evaluation

Course Evaluation Summary

Assignment #	Details	Due date	% of evaluation
# 1 a-d	Formation paper	Oct 5, 5 PM	15%
Proposal	1-paragraph on idea for #4 a	Oct 12, 5 PM	Part of #4
# 2	Downey Lectures	Oct 19, 5 PM	15%
# 3	Rule of Life	Nov 2, 5 PM	20%
# 4 a or b	Character Study or Autobiography	Nov 30, 5 PM	20%
# 5	Reading Summaries	Dec 7, 5 PM	15%
Presentation	5 mins on #4	Nov 24, Dec 1	Part of #4
# 6	Attendance & Participation	Throughout	15%

Submission of Assignments & Formatting Policy

Please submit all assignment **in Word format only (NO pdfs)** electronically through *Turn-it-in* on Moodle on or before the due date (no later than 5 PM on due date). **INCLUDE** your first and last name at the **BEGINNING** of the file name as well as the assignment name – i.e., SallyJones Formation Assignment 3b.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

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 5 PM on the due date will be deemed late and receive an F.

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

Grade Summary

This course is graded on a pass/fail basis. The reason is that this course attempts to gauge, not the student's academic prowess, but his or her commitment to and engagement in their own formation. Though none of the assignments receives a letter grade, **all must be completed on time** (there are no extensions for any of the assignments, except under the conditions outlined under "Late Policy") and must demonstrate clear evidence of thoughtfulness, reflection, effort, and personal application.

There are four levels of *internal* evaluation (meaning I will indicate on your work one of the four categories, *but the registrar will only record Pass or Fail in your transcript*):

- P1 = handed in on time and demonstrating thoughtful and effortful engagement (this is the traditional B+ to A+ range).
- P2 = handed in on time but demonstrating haste, sloppiness, and/or superficial engagement (this is the traditional C- to B- range).
- F1 = not handed in on time or showing little evidence of engagement (this is the traditional D).
- F2 = no work completed or work that is unacceptable (this is the traditional F).

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. *God Walk: Moving at the Speed of Your Soul*. Grand Rapids, MI: Zondervan, 2020.
- _____. *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.
- Chittister, Joan. *Radical Spirit: 12 Ways to Live a Free and Authentic Life*. New York, NY: Convergent Books, 2017.
- _____. *Wisdom Distilled from the Daily: Living the Rule of St. Benedict Today*. San Francisco, CA: HarperOne, 2009.
- Collier, Winn. *A Burning in My Bones: The Authorized Biography of Eugene Peterson*. Colorado Springs, CO: Waterbrook, 2021.
- 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.
- Doyle, Brian. *A Book of Uncommon Prayer: 100 Celebrations of the Miracle & Muck of the Ordinary*. Notre Dame, IN: Ave Marie Press, 2014.
- _____. *Leaping: Revelations & Epiphanies*. Chicago, IL: Loyola Press, 2013.
- _____. *One Long River of Song: Notes on Wonder*. New York, NY: Little, Brown & Co., 2019.
- 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.
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- Foster, Nathan. *The Making of an Ordinary Saint: My Journey from Frustration to Joy with the Spiritual Disciplines*. Grand Rapids, MI: Baker Books, 2014.
- Foster, Richard. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco, CA: HarperOne, 1988.
- _____. *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.
- Fujimura, Makoto. *Art & Faith: A Theology of Making*. New Your, NY: Yale University Press, 2020.
- 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.
- Herriot, Trevor. *The Road is How: A Prairie Pilgrimage through Nature, Desire & Soul*. Toronto, ON: Harper Perennial, 2014.
- Howard, Evan. *A Guide to Christian Spiritual Formation: How Scripture, Spirit, Community & Mission Shape Our Souls*. Grand Rapids, MI: Baker Academic, 2018.
- Lane, Belden C. *Landscapes of the Sacred: Geography & Narrative in American Spirituality*. Baltimore, MD: John Hopkins University, Press, 2001.
- _____. *The Solace of Fierce Landscapes: Exploring Desert & Mountain Spirituality*. New York, NY: Oxford University Press, 1998.
- Macchia, Stephen. *Broken & Whole: A Leader's Path to Spiritual Transformation*. Downers Grove, IL: IVP, 2016.
- _____. *Crafting a Rule of Life: An Invitation to the Well-Ordered Way*. Downers Grove, IL: IVP, 2012.
- _____. *The Discerning Life: An Invitation to Notice God in Everything*. Grand Rapids, MI: Zondervan, 2022.
- Maté, Gabor. *When the Body Says No: The Costs of Hidden Stress*. New York, NY: Random House, 2004.
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- _____. *The Genesee Diary: Report from a Trappist Monastery*. New York, NY: Image Publishing, 2013.
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- _____. *The Return of the Prodigal: A Story of Homecoming*. New York, NY: Image, 1994.
- _____. *Spiritual Formation: Following the Movements of the Spirit*. New York, NY: HarperOne, 2010.
- _____. *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.
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- _____. *Leaving Church: A Memoir of Faith*. San Francisco, CA: HaperOne, 2012.
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_____. *Being Disciples: Essentials of the Christian Life*. Grand Rapids, Ill: Eerdmans, 2016.
_____. *Being Human: Bodies, Minds, Persons*. Grand Rapids, Ill: Eerdmans, 2018.

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

A Beautiful Day in the Neighborhood	Hostiles
The Apostle	Into the Wild
Arrival	Intouchables
Avatar	Lion
Babette's Feast	Magnolia
The Big Kahuna	The Mission
Chariots of Fire	Same Kind of Different as Me
Dead Man Walking	The Seventh Seal
The Elephant Man	Shadowlands
Fearless	Silence
Fences	Schindler's List
Fight Club	Stalker
Groundhog Day	The Straight Story
Hacksaw Ridge	Won't You Be My Neighbor?
Her	7 Days in Entebbe

Ambrose Policies & Procedures

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.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

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 Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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. 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.

Academic Policies

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

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.

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. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- a. all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take

time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process.

Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit

<https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off

campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888