Course ID:	Course Title:	Winter 2024
MI501	**Personal & Corporate Outreach (OL)**	Prerequisite: none
		Credits: **3**

ONLINE COURSE
(Modified Asynchronous- "Flick Course)

Class Information		Instructor Information		Important Dates	
Delivery:	**Online course begins** January 08, 2024	**Instructor:**	Charles A. Cook, PhD.	**First Day of Classes:**	January 8, 2024
Days:		**Email:**	ccook@ambrose.edu	**Last Day to Add/Drop:**	January 21, 2024
Time:	**Weekly Moodle Window** Posted Monday of each week at 16:30 Mountain Time (MST)	**Phone:**	403.410.2000 x7901	**Last Day to Withdraw:**	March 28, 2024
Room:	No Room; Online	**Office:**		**Last Day to Apply for Extension:**	April 02, 2024
Lab:	Online (see schedule)	**Office Hours:**	Email Requests	**Last Day of Classes:**	April, 2024
Final Exam:	No				

Important Dates and Information
For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar .

Course Description

Personal and Corporate Outreach (PCO)course seeks to integrate evangelism and evangelistic practice with the purpose of developing a wholesome biblical lifestyle conducive to personal and community outreach. Participants will be encouraged to improve their effectiveness in personal communication of the Gospel. Skills and techniques will be learned to enhance the participant's style of communicating the Gospel. Principles and approaches for developing disciples will be explored in an effort to help new believers as they are incorporated into a local fellowship.

1. Anticipated Learning Outcomes

Personal and Corporate Outreach, like the gospel itself, is ultimately a relational experience—an encounter between persons. As a result, interpersonal evangelism is at the heart of all personal and corporate outreach (PCO). This PCO course seeks to encourage each of us to reflect theologically on the practice of this significant

dynamic in life and ministry. Course outcomes and assignments are designed to enable us in reflecting, engaging and then sharing this transformative experience with others.

1.1. Overarching Ambrose Seminary Learning Outcomes

1. _Nurture theological depth and breadth_
   - By examining the biblical content, theology and message associated with understanding and communicating the gospel in divergent human contexts.

2. _Cultivate a heart after God_
   - By grappling with God's love and gracious disposition toward humanity expressed in the sending of Jesus Christ that we might in all things be restored to Him.

3. _Foster vocational effectiveness_
   - By becoming more attentive to the complex nature of conveying the essence of the gospel in today's increasingly pluralistic world.

4. _Inspire redemptive action_
   - By exploring the practical implications of exegeting one's local context in order to more effectively engage in personal and corporate outreach.

1.2. Personal and Corporate Outreach Course Specific Learning Outcomes

The PCO course outcomes are broken down more specifically into the following categories:

1. _Cognitive: What the learner should **know** and **understand**_. The learner should...
   - Be able to **articulate** the content of the gospel message and their narrative/story with increasing confidence
   - Attain an **understanding** of person-to-person evangelism in relationship to the ongoing corporate ministry of the local church
   - Gain an **awareness** of the pertinence of the Gospel in today's pluralistic society
   - Understand the **essentials** of personal follow-up and discipleship

2. _Conative—What the learner should **be able to do** and **perform**_. The learner should be able to...
   - **Apply** to their life the principles of a wholesome biblical lifestyle
   - **Develop** the ability to communicate the gospel in a way that is in keeping with their personality and circle of influence
   - **Assist** in training others to become involved in effective person-to-person evangelism
   - **Design**, **implement**, **evaluate** disciple making strategies for a local church based corporate outreach program

3. _Affective—What the learner should **feel** and **appreciate**_. The learner should be able to...
   - **Value** God's gracious disposition toward a fallen race
   - **Esteem** the saving work of Christ on behalf of humanity
   - **Appreciate** the work of grace in an individual's life as they are "born" anew by God's Spirit
   - **Through prayer** begin to nurture a concern for pre-Christian friends within their web of personal relationships and beyond

4. _Synectic—Problems that the learner can **solve**_. The learner should be able to...
   - **Recognize** some of the challenges pre-Christians have in placing their faith in Jesus Christ
   - **Discern** what an "appropriate" opportunity might be in which to share the gospel
   - **Respond** to basic objections that pre-Christians may have to placing their faith in Jesus Christ

2. Textbooks

2.1. Required

Moon, W. Jay and W. Bud Simon.

2021 *Effective Intercultural Evangelism: Good News in a Diverse World.* **(downers Grove, Ill: InterVarsity Press).**

We live in a multicultural society. But Christians often do not know how to engage those of other faiths. As a result, many Christians hesitate to talk about Christianity with others in any kind of evangelistic way. Jay Moon and Bud Simon unpack the intercultural dynamics that Christians need to understand when encountering people from different communities and cultural backgrounds. Regarding evangelism from the perspective of four major worldviews (guilt/justice, shame/honor, fear/power, and indifference/belonging with purpose), this book demonstrates contextual evangelism approaches that are relevant, biblical, and practical. The authors draw on new research conducted with hundreds of participants that reveal concrete ways to communicate the gospel effectively across cultures.

Sharing one's faith does not require attacking other religions; rather, we can engage at the worldview level in order to address people's deepest concerns. Greater understanding provides us with better skills for relational connection, empathy, and effective witness.

2.2. Recommended

Dickson, John.

2010 *The Best Kept Secret of Christian Mission: Promoting the Gospel with More than our Lips.* **(Grand Rapids: Zondervan).**

Dickson's book comes out of years of reflection, failures, and some successes in the task of reaching out to others with the gospel. Many Christians think of the task of mission as an entirely verbal activity, when perhaps the best kept secret of New Testament teaching about mission is that it involves a whole range of activities that explicitly promote Christ to the world and draw others to him, and only a few of them involve speaking.

Gustafson, David.

2019 *Gospel Witness: Evangelism in Word and Deed.* **(Grand Rapids: Wm. B. Eerdmans Publishing Co).**

In light of our increasingly post-Christian Western contexts, David Gustafson offers a mission-oriented ecclesiology that moves from missional theory to practices of missional engagement. Introducing *"God's human drama"* as a way to explain the gospel within God's redemptive story, he outlines specific ways for pastors and church leaders to shape a *"gospeling"* culture within their congregations. Gustafson expertly lays the foundations of and approaches to evangelism that are seminal and apt for the church today.

Van Hoogen, E. Joel and Cook, Charles A.

2013 *Pathway to the Soul: Reaching People through Spirit-Led Dialogue.* **(Camphill, PA: Wingspread).**

The word evangelism often elicits conflicting emotions, even for followers of Christ. We are called to 'always be prepared to give an answer to everyone who asks, and to 'do this with gentleness and respect ' (I Peter 3:14). Before answers are given, Scripture says that the lordship of Christ over the life of His followers is foundational to these answers. The authors of Pathway to the Soul recognize this indispensable link between evangelism and

discipleship and offer encouraging and practical insights to sharing the gospel while relying upon the Holy Spirit's leading.

3. Course Schedule

3.1. Schedule: *A more detailed course schedule with be provided the week of January 21-27, once we get past the Add/Drop date on* <mark>January 21, 2024</mark>. *Since a significant part of this asynchronous course is based on the **Chapter Champions** piece, the Professor needs to know how many students are in the class to post the Chapter Champion dates. The Professor will address this issue on the first live session on* <mark>Tuesday, January 9th on in-person</mark>.

3.2. Two (2) Live Zoom Sessions: *There will be two one (1) hour live sessions this semester. They will take place on Monday afternoons from 16:30 to 17:30 Mountain Standard Time (MST).*

> **IN PERSON #1 –** <mark>**January 9th, 2024**</mark> **– 8:15 am MST in L2084- Launch**
> ~~**ZOOM #2 –** <mark>**April 08, 2024**</mark> **– 16:30 MST –**~~ **Canceled** **Shift to Asynchronous**

3.3. Class Calendar: *A more detailed weekly course calendar will be made available after the add drop date for the course. The calendar will include all the pertinent dates and due dates for the various assignments.*

4. Requirements

Pedagogical Framework for MI501 online – Personal & Corporate Outreach

For the purposes of this online version of MI501 we will engage in a more ***Discussion-based learning*** approach that requires you to be involved through a variety of activities and questions that will necessitate your participation. This will require that you participate weekly in both the online shared activities and the labs. In both cases it will require that you contribute by interacting with the material by both reading each others' posts and responding/commenting on them.

The course is organized around each of the semester weeks we have together. So please take the time to read the instructions each week. ***Each week has a booklet with the instruction and explains the "what, when, and how" to complete the activity***.

You will also find that ***most weekly activities are time sensitive***. This simply means that there is a timeframe in which to post the requested information and engage with classmates before the window will disappear. What this obviously means for you is that *YOU WILL NEED TO WORK EACH WEEK ON THIS COURSE*.

Cookology

1. **As learners . . .** *we benefit greatly from a less competitive academic environment when we see ourselves as an integral part of a learning community.* Therefore, these learning activities are designed so that the learner is encouraged to interact with fellow learners. Let me encourage you to nurture this mind-set, as it is a characteristic of one who is committed to be a "lifelong" learner and actually useful when you are involved in ministry.

2. **Joe Aldrich observes** *that often the "music" of a person's life is what attracts others to investigate the "lyrics."* A significant element of this course focuses in on various aspects of spiritual

formation critical to all who would share their life in Christ with others. The learner will be called upon to regularly reflect on their own spiritual development as it relates to their personal and professional development.

3. **Communicating the gospel (evangelistic outreach) … an art or science?** Historian and author David McCullough reminds us that: "*The great thing about the arts is **that you can only learn to do them by doing it**. … You can't learn to play the piano by reading a book about how to play the piano. You can't learn to paint without painting. You have to do it. And in doing it you suddenly begin to see, by God! I can do this! And after a while, I can not only do this, I'm getting better*" (*From the documentary on the life of David McCullough, 2008 DVD produced by HBO.) Could it be that communicating the gospel is an art … and that our tendency to turn it into a "spiel" or a formal presentation that is repeatable, that we are robbed spontaneity and wonder of what God has in us and for us?

4.1. Personal Outreach LABS (24%)

Several aspects of this course are best done when the learner reflects with other learners on various aspects of personal outreach. ***These labs are designed to encourage you to reflect in community and develop practical tools for communicating your faith***.

Follow the guidelines below to select your PCO Lab group members. Meet on or before the designated times and work though the information for each lab. ***Post your Lab group findings on Moodle by 16:30 MST of the due date day indicated below***.

4.1.1. FORMAT

Determine your 3-person Lab group (see classmate "mini bio" profiles … many of you already know each other) …
- …then *meet* via skype/zoom/FaceTime/phone etc. before the designated due dates (See the "Due Dates" in the next section [below] or in the Course Calendar [above]).
- …then *reflect* on the material for each lab as posted in the ***"Lab Window"*** on the Moodle site.
  1. *Designate* one person from your group and have them post your findings in the Assignment/Dropbox Window in Moodle.
  2. *Evaluate* each other's participation (Use the *"Peer Assessment"* tool found in the "Lab Room" Window and when completed, upload it to Moodle).

4.1.2. LAB THEMES and DUE DATES (Also see Calendar)

Lab #1 – ***You are an Intercessor:*** *Reflect* together on Chapter 2 *"Prayer First"* in *Pathway to the Soul* (Van Hoogen & Cook) (**Due January 29, 2024,** by **16:30 MST**).

Lab #2 – ***Jesus Analysis***: *Reflect* together on the Biblical records of Jesus' *encounters* with a variety of people (**Due February 19, 2024,** by **16:30 MST**).

Lab #3 – ***Your Narrative***: *Develop* the story of the journey that *describes* the transforming work of God in your life (**Due March 25, 2024,** by **16:30 MST**).

Lab #4 – ***God's Story***: *Examine* many of the *biblical* elements central to communicating God's story (**Due April 15, 2024,** by **16:30 MST**).

4.2. Imaginative Dialogue in the Gospel (15%)

The learner will prepare a 1500 word *(typed, double-spaced)* imaginative dialogue in the Gospel with a "pre-Christian" person. This presentation should be developed in a way that reflects the supremacy of Christ in a conversation that will accentuate His credentials as Savior before a skeptical world. The content of both the required and recommended texts should be helpful in developing this assignment.

4.2.1. FORMAT
The learner should approach this assignment in a manner that is clarifying but not argumentative and exalts the moral excellence and authority of Jesus Christ.
- The pre-Christians can be of any persuasion you choose (nominal "Christian", agnostic, someone from another faith, or someone with a specific worldview as discussed in the text).
- It should take into consideration that we are engaging people in an increasingly diverse, postmodern and secularized world.
- The paper should site reference material from at least 2 published sources used to construct your image of the subject, your interaction with them or your communication of Christ.

4.2.2. DUE DATE
- *Due Date*: The paper should be handed in by **March 18, 2024,** by **16:30 MST**.

4.3. *Post and Interact with PCO Assigned Concept Material* (15%)

The learner will interact with and post the assigned material that will include segments from (1) Van Hoogen and Cook's book *"Pathway to the Soul"* (provided as a PDF) and (2) other assorted themes.

4.3.1. PROCESS
Read or listen to the posted material for the designated week and then interact with the material *making application* to the realities of *either your life* or *ministry setting*.
Step #1 - Post a 300-word (minimum) reflection/interaction with the *Concept posted on Moodle* for that week. Make that post by midnight *Friday of that week*.
Step #2 –Read over the posts and *generated another post of 150 words* (minimum) in response to something your classmates posted (*First come first serve; one response per person*). *Post your thoughts by midnight, Tuesday* of following week.
Step #3 - Close the dialogue loop by *interacting (150 words) one last time* with the person that responded to their interaction with your post. Make sure you *post by Sunday midnight of the second week*.
(See the example of "Posting Loop" below and also refer to the course calendar).

So... 1,2,3 and you are done.

Example of "Two Week Concept Posting Loop"

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1st Week	Prof. Posts Concept				1. Your 300 Word Post Due Date		
2nd Week		2. 150 Word Interaction Due Date					3. 150 Word Response Due Date

4.3.2. DUE DATES
Recap due dates: Each *Concept or Theme* will be *posted and available by 16:30 MST Monday of the designated week*.
1. You must post your *reflection/interaction no later than Friday @ midnight* of that same week;
2. You will then have until *midnight Tuesday (of the following week*) to post your *response to one (1) other student post*. (*Only one (1) response per student post*)
3. Your *final response to your classmate's interaction* is due by midnight on Sunday. After that the window closes in order to keep us all moving along.

4.4. *Chapter Champion Activity (Effective Intercultural Evangelism) (46%)*

In the final analysis, we are about making disciples. For this learning activity we will be using the text *"Effective Intercultural Evangelism" by Jay Moon and Bud Simon*. The Moon & Simon text was selected because it underscores numerous foundation concepts at the heart of *Personal and Corporate Outreach* in an increasingly diverse world.

This learning activity seeks to have us reflect on a variety of concepts central to understanding how we frame the way we live and communicate God's work of redemption in the person of Jesus.

The focus of this learning activity is on highlighting concepts or principles that inform our ministry of personal and corporate outreach. Furthermore, the text provides us with a useful framework for understanding and engaging our pre-Christians friends and family regardless of culture.

So here is what we will be doing with the textbook. This learning activity is made up of two parts. *Part one* has you becoming a *"Chapter Champions"* for a specific chapter of the text *(Process will be discussed in the* January 9ᵗʰ *in-person session and posted on Moodle)*.
While *part two* has you interacting by *"Reflecting and Responding"* to what your fellow learners have posted in response to each weeks Chapter Champion. *(Process will be discussed in the January 9ᵗʰ in-person session)*.

4.3.1. PROCESS

For this activity we will be using a blend of two learning models: *Insight Generation* and *Guided Discovery*. The success of this insight generation and guided discover activity is predicated on everyone's timely contribution. Each learner is expected to read the text (*Effective Intercultural Evangelism*) in order to contribute. So here is the plan.

Part I - Chapter Champion Process (28%)

Step #1 – Pick a Chapter to Champion: Choose one (1) chapter from *"Effective Intercultural Evangelism" by Jay Moon and Bud Simon"*; any chapter starting with chapter 1 (see table of contents). This process is done on a first come first serve basis, no duplication. Register your selection on the *Moodle Forum* called "*Chapter Champion Registry*" by *January 22ⁿᵈ at 16:30 MST*

CHAPTER	TITLE	DATE	*NAME*
Chapter 1	*What Is Intercultural Evangelism?*	February 05	
Chapter 3	*Guilt/Justice*	February 05	
Chapter 4	*Shame/Honor*	February 26	
Chapter 5	*Fear/Power*	February 26	
Chapter 6	*Indifference/Belonging with Purpose*	March 04	
Chapter 7	*Holistic Evangelism*	March 04	
Chapter 8	*Local Learning Preferences*	March 18	
Chapter 9	*Present Trends and Influencers*	March 18	
Chapter 3	*Convicting of Sin (VanHoogen/Cook)*	April 01	
Chapter 4	*Convicting of Righteousness (VanHoogen/Cook*	April 01	

Step #2 – Identify Five (5) Concepts/Principles: Once you have your chapter in hand, determine **five (5) key concepts or principles** that stood out to you as significant insights to reflect on. These concept or principles should be significant enough that they would be worth your attention.

Step #3 – Describe Insights Related to the Five (5) Concepts/Principles:

(1) Describe in a *minimum* of 2500 words (no more; but not less) the essence of these five concepts;

(2) Include why you consider them important for personal and/or corporate outreach ministry,

(3) Explore what if any are their biblical, theological and sociological implications that inform the way we understand or engage in personal and corporate outreach.

(4) Conclude by examining how these concepts might be understood or applied to our social-cultural ministry situation in the 21st century.

Step #4 – "Publish" (communicate) Your Insights in two (2) Ways:

(1) *Generate a paper* in which draw together your thoughts regarding the 5 concepts. This document is for the Professor and ensures that you processed your thoughts regarding the six concepts and have them clear in your thinking.

- This piece should be a *minimum of 2500 words*. THIS PIECE IS POSTED TO THE ASSIGNMENT FOLDER FOR ME… THE PROFESSOR.
- **Due Date:** *16:30 MST on the day you post your presentation.*

(2) Then *create a presentation (Prezi; PowerPoint, Video etc.) that <u>reflects the insights and concepts from the 2500+ word document</u>*.

- The *Presentation* is what you will post for your classmates to interact with (*they won't want to read 2,500 words*).
- *THIS PIECE IS POSTED TO THE MOODLE FORUM BY THE DATE IN THE SYLLABUS FOR YOUR CLASSMATE TO INTERACT WITH*. Your online presentation provides an opportunity for your classmates to interact with what you have discovered. (See the example of the "*Two Week Chapter Champion Posting Loop.*"
- **Due Date:** *16:30 MST on the day you post your presentation.*

Example of "Two Week Chapter Champion Posting Loop"

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1st Week	6 …Chapter Chptr Ideas **Due at 16:30**				Class 300 Word Interaction with Chapter Camp **Due Midnight**	Chapter Champion Responds to 8 posts by next Sunday	→
2nd Week						→	Chapter Champion **Due Midnight**

Step #5 – Respond to Classmates:
Once posted, your classmates will begin to interact with your findings. As the Chapter Champion feel free to begin responding immediately to eight (8) of your classmate's posts (all of them will post; but you choose eight (8) to respond to).

Step #6 – Fill out the Chapter Champion Feedback Tracker:
Once you have posted your presentation, start filling out the Feedback Tracker found in the Moodle window where you posted your presentation (see the bottom of window). Fill the

form out and upload it to the Assignment/Drop-box Moodle window (The same place that you uploaded your 2500-word presentation.
With the completion of your "Feedback Tracker" document, the dialogue loop is closed and you are finished championing your chapter.

Part II – Classmate Interaction with the Chapter Champion (18%)

Each of you will be called upon to interact by "reading, reflecting and responding" to each *"Chapter Champion"* (CC) posts.

Step #1 – Read the chapter, view the presentation, and gather your thoughts … then reflect and respond by posting your interaction. Remember, each interaction should be a *minimum of 250 words. (I am looking for good words, gold)*

Step#2 – Once you have posted your thoughts, you are done with this chapter champion session for this week. You are free to engage with others in conversation around the chapter if you would like.

Everyone is expected to participate as the success of this learning activity is conditioned on everyone's contribution. Each learner is expected to read the text in order to contribute.

5. Course Distribution of Grades

1. *Personal & Corporate Labs* *24%*
2. *Imaginative Dialogue in the Gospel* *15%*
3. *Post and Interact with Assigned Material* 15%
4. *Chapter Champions.* *46%*

TOTAL   100%

5.1. Attendance

Given the asynchronous nature of this course, you are expected to participate weekly and keep up with the assigned work on the appropriate due dates. No exceptions! Your timely involvement is critical so that your fellow learners can complete their assignments. *If you have any potential commitments that will keep you from engaging in the course on a weekly bases; consider taking the course at another time*. *All course assignments must be submitted in order to successfully complete this course*.

5.2. Grade Summary:

Grade	Interpretation	Grade Points
A+	**Mastery**: Comprehensive understanding of subject matter	4.00
A		4.00
A-		3.70
B+	**Proficient**: Well-developed understanding of subject matter.	3.30
B		3.00
B-		2.70
C+	**Basic**: Developing understanding of subject matter	2.30
C		2.00
C-		1.70
D+	**Minimal Pass**: Limited understanding of subject matter	1.30
D		1.00
F	**Failure**: Failure to meet course requirements	0.00

The available letters for course grades are as follows:

Letter Grade	Percentage	Description
A+	98 - 100	
A	95 - 97	**Mastery**: Comprehensive understanding of subject
A-	90 - 94	
B+	87 - 89	
B	84 - 86	**Proficient**: Well-developed understanding of subject
B-	80 - 83	
C+	77 - 79	
C	74 - 76	**Basic**: Developing understanding of subject
C-	70 - 73	
D+	67 - 69	
D	64 - 66	**Minimal Pass**: Limited understanding of subject
F	59	**Failure**: Failure to meet course requirements

6. Other Information

6.1. Format for Assignments

All papers must:
- Be double-spaced; use *Times New Roman*, *Arial* or *Garamond* 12-point font, with standard margins, headers/ footers and title page as per either the Chicago Style or the APA)
- Include a title page with you name, the course title, and the Professor's name.
- Please also include page numbers on the bottom of the page of all your assignments.
- Cite sources properly. You can use your preferred style (e.g. *The Chicago Manual of Style* (https://www.chicagomanualofstyle.org/home.html)or APA https://apastyle.apa.org/), but must remain consistent throughout the entire paper.

6.2. Submission of Assignments

All assignments, unless otherwise indicated must be handed in on the class Moodle site.
- The due date time is midnight of the date indicated, unless otherwise stipulated in the syllabus.
- ***All assignments must be completed*** in order to pass the course.
- Format for file submission on Moodle should be your: LAST Name, FIRST Name and the name of the assignment … (e.g. **COOK,Charles-Lab#1-** *You are an Intercessor*)

- All MI501 assignments uploaded to Moodle will be run through Turnitin (https://www.turnitin.com/).

6.3. Late Policy

Late assignments will be ducted one letter grade for every day late. So an A would become an A-; B- would become a C+ etc. Please be mindful of this and work ahead

6.4. Course Revisions

The instructor reserves the right to modify any part of the course if he deems it necessary and valuable.

6.5. "Back-up" Copies of Course Work

Every learner is expected to have a second copy of all the work they hand in for this course. No exceptions.

6.6. Course Completion

Participants are expected to complete all the assignments in order to pass the course.

6.7. Plagiarism, AI and Cheating

The learner should be familiar with the Ambrose policy on plagiarism. On some assignments Turnitin will be used.

- *Plagiarism: The use of ideas and information from a specific source without giving credit in some manner to the sources ... and/or ...*
- *Cheating: The presentation of someone else's work, which the student ought to have done personally ... WILL RECEIVE AN IMMEDIATE FAIL FOR THE COURSE.*
- *AI* – Please be familiar with the *Ambrose Student Calendar* policy on AI and course work.

6.8. Ambrose University Academic Policies

For further information, please see the *Ambrose University Academic Policies* in the next section.

Ambrose University Important 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 Examination Request* form 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; 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.

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/content/academic-calendar-2.

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 are normally granted for 30 days beyond the last day of the term.

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:
- 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/writingcentre

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 ambrose.edu/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

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