

Course ID:	Course Title:	Fall 2020
NT 645	Parables and Miracles: Stories of Jesus and Stories About Jesus.	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Wednesday	Instructor:	Gordon King (D.Min. Th.M; M. Div.) Dayle Medgett (D.Min. M.Th. M. Div.)	First day of classes:	Wed 9 Sept.
Time:	6:45-9:45 pm	Email:	gordon.king@ambrose.edu dayle@westviewbaptistchurch.ca	Last day to add/drop, or change to audit:	Fri 18 Sept
Room:	A1085-1	Phone:	403 970 3391 403 239 1114	Last day to request revised exam:	N/A
Lab/ Tutorial:		Office:	Westview Baptist Church, 1313 Ranchlands Way, NW, Calgary T3G 2A1	Last day to withdraw from course:	Fri 20 Nov
		Office Hours:		Last day to apply for course work extension:	Mon 23 Nov
Final Exam:	N/A			Last day of class:	Wed 9 Dec

Course Description

Parables and miracles are integral components of the mission and message of Jesus in the synoptic tradition. This course will explore the meaning of parables and miracles for the audiences gathered around Jesus, for the early Christian communities of the evangelists, and for congregational settings in our own time. Classes will combine discussion of assigned readings, participatory lectures, and pastoral practice sessions in which students will explore the significance of selected passages for congregational work and teaching. The use of Greek is helpful but not required.

The course has been designed to emphasize the use of parables and miracles accounts in pastoral care and the teaching ministry of congregations. The weekly structure is created in a way that can readily pivot to a hybrid or exclusively online teaching model.

Expected Learning Outcomes

1. Students will be able to discuss a range of scholarly approaches to the gospel parables and miracle accounts.
2. Students will be able to situate gospel parables and miracles in the first century context in Palestine and the broader Mediterranean world.

3. Students will be able to articulate and defend their personal approach to gospel parables and miracle accounts with reference to recent New Testament scholarship.
4. Students will use gospel parables and miracle accounts to shape their ministry practices in the life of the church.

Textbooks

No textbook is assigned. The assigned readings have been carefully selected to expose students to a variety of theological themes and positions. Students are expected to carefully review the assigned reading for each session beginning with the first class on 9 September 2020. Electronic copies of the readings will be posted on Moodle. Students enrolled for credit will be required to moderate a class discussion of a reading sometime during the term. This assignment will involve the submission of three to five questions to guide the reading of class colleagues. They should be submitted to the professor one week prior to the date of the class discussion.

Course Schedule

Week One: Reading the Bible for Meaning – 9 September 2020

Before Class	Read: “The Bible in Labour” by Brian McLaren from his book <u>The Great Spiritual Migration</u> . Be prepared to respond to the discussion questions. You will find the reading and questions posted on Moodle.
Discussion of Reading	Using commentaries and tools without losing the meaning of scripture.
Presentation	Introduction to Syllabus. History of Interpretation.
Ministry Practice	Evaluation of four historical approaches to the Good Samaritan.
Assignment	Two page paper: Personal Principles of Reading Scripture for Meaning.

Week Two: The Historical Context of Jesus and the Current Context of Our Churches – 16 September 2020

Before Class	Read: Selections of Oscar Romero <u>The Violence of Love</u> and Clarence Jordan <u>The Cotton Patch Gospels</u> . Both readings are posted on Moodle. Be prepared to respond to the discussion questions found on Moodle. Video Presentation: “Palestine in the Time of Jesus.” Posted on Moodle. By Monday send the professors two questions that arise based on the content of the video.
Discussion of Readings and Video	The discussions will be led by the professors.
Presentation	The Coming and Growth of the Kingdom of God. Parables of the Sower, Patch, Wineskins, Seed Growing Secretly.

Ministry Practice	Rich Man and Lazarus. Utilize the readings and class discussion to develop an approach to applying the social meaning of Lazarus parable in your context?
Assignment	Two pages: Identify and briefly explain three important “Canadian” issues that should be addressed in preaching, teaching, and pastoral work.

Week Three: Narrative Theology – 23 September 2020

Before Class	<p>Read: Selection of Arland Hultgren. <u>The Parables of Jesus. A Commentary</u>. The posted scan includes his introduction and his treatment of the parable of the mustard seed. Be prepared to respond to the discussion questions posted by a student colleague.</p> <p>Read John Dominic Crossan. “Challenge Parables” taken from <u>The Power of Parable</u>. Pages 132-138. Be prepared to discuss the question: How do we use parables and stories to gently challenge the attitudes and positions of congregational members?</p>
Discussion of Reading & Video	Note that discussion of the Hultgren reading is led by a student colleague. The professors will lead the discussion of the Crossan reading.
Presentation	Grace of the Kingdom: 3 parables of lostness in Luke 15
Ministry Practice	How would you develop a message or teaching session on the parable of the mustard seed for your congregational context?
Assignment	Two pages: Describe modern equivalents to the figure of the elder brother in the prodigal parable. What kind of pastoral care is required to help move “elder brothers” closer to the father?

Week Four: Lectio Divina (Using Parables and Miracles for Personal Spiritual Growth) - 30 September 2020

Before Class	<p>Read: Selection of Luise Schotroff. <u>The Parables of Jesus</u>. Pages 103-105; 209-217. The reading is posted on Moodle. The parable of the workers in the vineyard is presented in the reading. Be prepared to answer the questions of a student colleague posted on Moodle.</p> <p>Watch: Video on Lectio Divina posted on Moodle. By Monday send to the professors two questions you would like to discuss with class.</p>
Discussion of Reading	The discussion of the Schotroff reading is student led.
Presentation	Grace of the Kingdom Continued: The Wedding Banquet Parable
Ministry Practice	Lectio divina. Formulate four open-ended questions that would help a reader engage in a meaningful Lectio Divina reading of the two debtors parable in Luke 7. Pay attention to the broader context of the parable.
Assignment	Two pages: Describe your experience of a Lectio Divina reading of the parables of buried treasure and pearl of great price.

Week Five: Moving People to Decision in Pastoral Care and Evangelism – 7 October 2020

Before Class	<p>Read: Klyne Snodgrass. "Introduction to the Parables of Jesus" taken from <u>Stories with Intent</u>. Pages 1-35. The reading is posted on Moodle. Be prepared to respond to the posted discussion questions of a student colleagues.</p> <p>Watch: Video of "Tower Builder and Warring Kings" posted on Moodle. Send the professors two questions for discussion that arise from your viewing of the video.</p>
Discussion of Reading and Video	Note that the discussion of the reading is student led. The professors will respond to questions about the two parables.
Presentation	The Crisis of the Kingdom: The Call to Decision in the Parables of the two ways, two doors, wise and foolish builders, and two sons.
Ministry Practice	How can we creatively and respectfully use parables and stories in our pastoral work and evangelism to bring individuals to a decision?
Assignment	No Written Assignment this Week

Week 6: Spiritual Resources for the Virtues of Justice, Mercy, and Faith – 14 October 2020

Before Class	<p>Read: Selection of Amy Jill Levine, "How We Domesticate Jesus' Provocative Stories," taken from <u>Short Stories by Jesus</u>. Pages 1-21. The reading and discussion questions of a student colleague are posted on Moodle.</p> <p>Watch: Parables of Prayer: Friend at Midnight. Good father. Tax collector and Pharisee. Send two questions to the professors that arise from your viewing of the presentation.</p>
Discussion of Reading and Video	Note that the discussion of the reading is student led. The professors will discuss questions submitted by students from their viewing of the video.
Presentation	The Widow and the Corrupt Judge (Luke 18)
Ministry Practice	How can the parable of the rich fool be used to address growing economic inequities of our own time and social location?
Assignment	No Written Assignment this Week

Week 7: Parables of Discipleship – 21 October 2020

Before Class	<p>Read: Selection of William Herzog, <u>Parables as Subversive Speech</u>, pages 233-259. Herzog treats the parable of the unjust steward in this section. The reading and discussion questions of a student colleague are posted on Moodle.</p> <p>Video: Slave Parables. Posted on Moodle. By Monday send the professors two questions arising from the video.</p>
Discussion of Reading and Video	Note that the discussion of the reading is student led. The professors will lead a discussion of the slave parable video.
Presentation	Discipleship Parables: Good and bad tree; Samaritan. Banquet (Mt & Lk)

Ministry Practice	How would you use the parable of the unmerciful slave (Mt 18) to encourage reflection on the nature of forgiveness?
Assignment	No Written Assignment for this Week.

Week 8: Parables and Mission – 28 October 2020

Before Class	Read: Selection of Gordon King. “A Slave who Defies the Orders of a King” from <u>Seed Falling on Good Soil</u> . Pages 126-145. The reading and discussion questions of a student colleague are posted on Moodle. Video: David Goatly. YouTube. July Missions Weekend. The link is posted on Moodle along with discussion questions of a student colleague.
Discussion of Video	Note that the discussions of the reading and the video are student led.
Presentation	Parables of Mission and Judgement – Talents and Sheep and Goats (Matthew 25)
Ministry Practice	How would you use the parable of the barren fig tree with young adults in your church?
Assignment	No Written Assignment for this Week

Week 9: Healing the Sick – 4 November 2020

Before Class	Read selection of William Willimon. “Magician” taken from <u>Why Jesus?</u> pages 57-68. The reading and discussion questions of a student colleague are posted on Moodle. Video: Dimensions of Healing. By Monday send the professors two questions arising from the video.
Discussion of Reading and Video	Note that the discussions of the reading will be student led. The professor will respond to questions arising from the video.
Presentation	Lepers and Leprosy
Ministry Practice	The use of gospel healing accounts in our pastoral work. A chaplain will be invited to the class to help guide the discussion.
Assignment	Two pages: How do you understand the inclusive table fellowship of Jesus as an expression of bringing healing to social wounds?

Week 10: Going Deeper into Jesus’ Ministry of Healing – 18 November 2020

Before Class	Read selection of James Dunn, “A Doer of Extraordinary Deeds” taken from <u>Jesus Remembered</u> . Pages 667-696. The reading is posted on Moodle along with discussion questions of a student colleague. There are no additional class preparations required for this week because of the length and density of the Dunn reading.
---------------------	--

Discussion of Reading	Note that the discussion of the reading is student led.
Presentation	Ruler's Daughter and Women with Haemorrhage.
Ministry Practice	How do we understand and incorporate into our pastoral work the relationship between forgiveness and healing in the account of the paralyzed man lowered through the roof.
Assignment	No Written Assignment for this Week

Week 11: Spirit Possession and the Power of Evil – 25 November 2020

Before Class	Read selection of Diane Stinton, "Jesus as Healer" taken from <u>Jesus of Africa. Voices of Contemporary African Christology</u> . Pages 62-80. The reading and discussion questions of a student colleague are posted on Moodle. Video: Insights about Spirit Possession from Social Anthropology. Posted on Moodle. You are asked to submit by Monday two questions that arise from the viewing of the video presentation.
Discussion of Video	Note that the discussion of the reading is student led. The professors will respond to questions related to the video presentation.
Presentation	Legion
Ministry Practice	Develop themes for preaching and teaching from the account of the Epileptic Boy and his father (Mark 9 and parallels).
Assignment	Two pages: How would you explain spirit possession to someone reading the gospels for the first time?

Week 12: Nature Miracles – 2 December 2020

Before Class	Video: Introduction to Nature Miracles. By Monday submit two questions to the professors based on the video presentation.
Discussion of Video	The discussion will be led by the professors.
Presentation	Sea Stories
Ministry Practice	What themes can the church find and use in the gospel feeding accounts for its pastoral work and teaching?
Assignment	Final Assignment: Select a parable or miracle passage that holds interest for you. Write a paper about this narrative showing your ability to work with the first century context and the current context in which the church is called to bear witness to God's rule. (8-10 pages)

Week 13: Optional Online Discussion – 9 December 2020

The professors will be available online to provide assistance with the final assignment or to discuss aspects of the course content with the class.

Requirements:

Student Assignments

Description of Assignment	Date	Value
Classroom Based Assignments		
Attendance, participation in discussions of readings and videos, and engagement in Ministry Practice sessions	TBD	30
Formulate 3-5 questions on an assigned reading or video presentation. These will be sent to the professors for posting on Moodle at least one week in advance of the date of the class discussion. You will then moderate a class discussion of the reading or video (based on the questions) for 20-30 minutes.	TBD	15
Written Assignments		
Personal principles of Reading Gospel Passages for Meaning. (2 Pages)	Sept 16	5
Identify and briefly explain three "Canadian" issues that should be addressed in preaching, teaching, and pastoral work. (2 Pages)	Sept 23	5
Describe modern equivalents to the figure of the elder brother in the prodigal parable. What kind of pastoral care is required to help move elder brothers closer to the father? (2 pages)	Sept 30	5
Describe your experience of a Lectio Divina reading of the parables of the buried treasure and the pearl of great price. (2 pages)	Oct 7	5
How do you understand Jesus' practice of inclusive table fellowship as an expression of social healing? (2 pages)	Nov 18	5
How would you explain spirit possession to someone reading the gospels for the first time?	Dec 2	5
Select a parable or miracle passage that holds interest for you. Write a paper about this narrative showing your ability to "do theology by story," to investigate the first century Palestinian context, and to apply the text to the current context in which the church is called to bear witness to God's rule. (8-10 pages)	Dec 16	25

Attendance:

Students are expected to attend all classes. We ask for prior permission for any absences and medical certificates for unanticipated absences. The participation grade will be affected by absences from class.

Select Bibliography

General

Bailey, Kenneth E. *Jesus through Middle Eastern Eyes: Cultural Studies in the Gospels*. Downers Grove: IVP Academic. 2008.

Bauckham, Richard. *Jesus. A Very Short Introduction*. Oxford: Oxford University Press. 2011.

Beilby, James K. and Eddy, Paul Rhodes. *The Historical Jesus. Five Views*. Downers Grove: IVP, 2009.

Blockmuehl, Markus. Editor. *The Cambridge Companion to Jesus*. Cambridge: Cambridge University Press. 2001.

Borg, Marcus J. *Jesus. Uncovering the Life, Teachings, and Relevance of a Religious Revolutionary*. New York. Harper, 2006.

Burridge, Richard. *Four Gospels, One Jesus? A Symbolic Reading*. Edition 3. Grand Rapids: Eerdmans. 2014.

Gaventa, Beverly Roberts and Hays, Richard B. editors. *Seeking the Identity of Jesus. A Pilgrimage*. Grand Rapids. Eerdmans. 2008.

Horsley, Richard A. and Silberman, Neil Asher. *The Message and the Kingdom. How Jesus and Paul Ignited a Revolution and Transformed the Ancient World*. New York: Grosset/Putnam. 1997.

Horsley, Richard A. *Jesus and Empire. The Kingdom of God and the New World Disorder*. Minneapolis: Fortress. 2003.

Malina, Bruce J. *The Social Gospel of Jesus. The Kingdom of God in Mediterranean Perspective*. Minneapolis: Fortress. 2001.

McKnight, Scot. *Kingdom Conspiracy. Returning to the Radical Mission of the Local Church*. Grand Rapids: Brazos, 2014.

Moxnes, Halvor. *Putting Jesus in His Place. A Radical Vision of Household and Kingdom*. Louisville: Westminster John Knox, 2003.

Witherington III, Ben. *The Jesus Quest. The Third Search for the Jew of Nazareth*. Edition 2. Downers Grove: IVP, 1997

Parables

Bailey, Kenneth E. *Poet and Peasant and Through Peasant Eyes: A Literary-Cultural Approach to the Parables of Luke*. Grand Rapids: Eerdmans, 1983.

Bloomberg, Craig L. *Interpreting the Parables*. Downers Grove: InterVarsity, 1990.

_____. *Preaching the Parables*. Grand Rapids: Baker Academic, 2004.

Boucher, Madeleine. *The Mysterious Parable*. Washington: Catholic Biblical Association of America, 1977.

Capan, Robert E. *The Parables of Grace*. Grand Rapids: Eerdmans, 1988.

_____. *The Parables of Judgment*. Grand Rapids: Eerdmans, 1989.

_____. *The Parables of the Kingdom*. Grand Rapids: Eerdmans, 1985.

Crossan, John Dominic. *The Power of Parable. How Fiction by Jesus Became Fiction About Jesus*. New York: HarperCollins. 2012.

Herzog II, Willam R. *Parables as Subversive Speech: Jesus as Pedagogue of the Oppressed*. Louisville: Westminster/John Knox, 1994.

Hultgren, Arland J. *The Parables of Jesus: A Commentary*. Grand Rapids: Eerdmans, 2002.

Jeremias, Joachim. *The Parables of Jesus: Revised Edition*. London: SCM Press, 1975.

Jordan, Clarence and Lane Doulos, Bill. *Cotton Patch Parables of Liberation*. Scottdale: Herald Press. 1976.

King, Gordon W. *Seed Falling on Good Soil. Rooting Our Lives in the Parables of Jesus*. Eugene: Cascade Books. 2016.

Levine, Amy-Jill. *Short Stories by Jesus. The enigmatic parables of a controversial rabbi*. New York: Harper One. 2014.

Longenecker, Richard N. (ed). *The Challenge of Jesus' Parables*, Grand Rapids: Eerdmans, 2003.

Meier, John P. *A Marginal Jew: Volume 5: Probing the Authenticity of the Parables*. New Haven: Yale University Press. 2016.

Pronzato, Alessandro. *Las Parabras de Jesus: Tomo 1*. Salamanca: Ediciones Sigueme, 2003.

_____. *Las Parabras de Jesus en el Evangelio de Lucas: Tomo 2*. Salamanca: Ediciones Sigueme, 2003.

Ruiz de Galarreta, Jose Enrique. *Para Leer el Reino en Parabras*. Navarra, Spain: Verbo Divino, 2007.

Schottroff, Luise. *The Parables of Jesus*. Minneapolis: Fortress Press, 2006.

Scott, Bernard Brandon. *Hear Then the Parable: A Commentary on the Parables of Jesus*. Minneapolis: Fortress, 1989.

Snodgrass, Klyne. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. Grand Rapids: Eerdmans, 2009.

Stein, Robert H. *An Introduction to the Parables of Jesus*. Philadelphia: Westminster, 1981.

Van Eck, Ernest. *The Parables of Jesus the Galilean. Stories of a Social Prophet*. Eugene: Cascade Books, 2016.

Wenham, David. *The Parables of Jesus*. Downers Grove: InterVarsity, 1989

Young, Brad H. *The Parables: Jewish Tradition and Christian Interpretation*. Peabody, Mass: Hendrickson Publishers, 1998.

Miracles

Barclay, William. *And He Had Compassion*. Edinburgh: St. Andrew Press, 1975

Cotter, Wendy J. *The Christ of the Miracles Stories. Portrait through Encounter*. Grand Rapids: Baker Academic, 2010.

Dawson, Audrey. *Healing, Weakness, and Power. Perspectives on Healing in the Writings of Mark, Luke, and Paul*. Milton Keynes: Paternoster. 2008.

Hendricksen, Jan-Olav and Sandnes, Karl Olav. *Jesus as Healer. A gospel for the body*. Grand Rapids: Eerdmans. 2016.

John, Jeffrey. *The Meaning in the Miracles*. Grand Rapids: Eerdmans. 2001.

Johnson, Luke Timothy. *Miracles. God's Presence and Power in Creation*. Louisville: Westminster John Knox Press. 2018.

Meier, John P. *A Marginal Jew. Volume 2: Mentor, Message and Miracles*. New York: Doubleday. 2004. (Note pages 509-1038 deal with the miracles).

Miquel Pericas, Esther. *Jesus y Los Espiritus. Aproximacion antropologica a la practica exorcista de Jesus*. Salamanca: Ediciones Sigueme. 2006.

Montefiore, Hugh. *The Miracles of Jesus*. London. SPCK, 2005.

Pilch, John J. *Healing in the New Testament. Insights from Medical and Mediterranean Anthropology*. Minneapolis: Fortress. 2000.

Twelftree. Graham H. *Jesus the Miracle Worker*. Downers Grove. IVP. 1999.

_____. In the Name of Jesus. Exorcism Among Early Christians. Grand Rapids: Baker Academic. 2007.

_____(ed.). The Nature Miracles. Problems, Perspectives, and Prospects. Eugene: Cascade, 2017.

Warrington, Keith, Jesus the Healer. Paradigm or Unique Phenomenon. Carlisle: Paternoster, 2000.

_____. The Miracles in the Gospels. Peabody: Hendrickson. 2015.

Commentaries

Ambrose library has a wealth of commentaries and books on specific gospels by leading New Testament scholars. It would be virtually impossible to list them in a bibliography. Please speak to the professor should you want any guidance.

Special Mention

Roman Catholic scholar, John P. Meier, has produced five volumes that carry the title A Marginal Jew (Yale University Press). Volume 2 deals with John the Baptist, the Kingdom of God, and the Miracles. Meier uses rigorous historical criteria to establish his portrait of Jesus. The volumes are large, full of helpful information, and demand a careful reading.

N. T. Wright's book Jesus and the Victory of God was published by Fortress Press in 1996. A central theme for Wright is the return of God to Zion through the mission and ministry of Jesus. Wright, in comparison with Crossan and Meier, argues that the synoptic tradition has a higher level of historical reliability in the way Jesus is portrayed.

James D. G. Dunn died of cancer in June 2020. He was a Methodist pastor and a leading New Testament scholar from the United Kingdom. His book Jesus Remembered (Eerdmans) was published in 2003. It remains an important source of information about the search for the historical Jesus, the gospel tradition, and the mission and message of Jesus.

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 University-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.

Ambrose University Academic Policies:

Communication

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

Registration

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

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

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

Exam Scheduling

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

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do

not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

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

Appeal of Grade

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

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course,

or immediate dismissal from the university. 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.