

Course ID:	Course Title:	Spring 2024
PT 603	Human Sexuality	Prerequisite: PT 501
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Person	Instructor:	Arch Wong, D.Min., Ph.D. Alex Sanderson, Ph.D.	First Day of Class:	May 27, 2024
Days:	May 27 th – June 7 th	Email:	awong@ambrose.edu ; asanderson@ambrose.edu	Last Day to Add/Drop:	End of the First Day of Class
Time:	9:00 AM-12:30 PM	Phone:	403-410-2909 403-407-9464	Last Day to Withdraw:	End of the Last Day of Class
Room:	A2131	Office:	L2081 L2101	Last Day to Apply for Coursework Extension:	June 30, 2024
		Office Hours:	Contact by email	Last Day of Class:	June 7 th , 2024

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

Exploration of the nature of human sexuality and related research. Gender, attraction, love, relationships, behavioural patterns and disorders will be explored from biopsychosocial and theological standpoints. The class will emphasize considerations of diversity, development of critical thinking, responsible decision-making, and sexual health. Lectures will include discussion and activities that are connected to the readings from the course text and assigned readings.

Expected Learning Outcomes

- **Understanding:** Develop understanding of the diversity of sexual beliefs, attitudes and practices, while appraising personal sexual beliefs, attitudes, and practices within the broader Canadian multi-cultural society. (Assignments: Daily Assignments, Quizzes, Group Project, and Group Presentation).
- **Analysis:** Develop the ability to critically analyze research, medical information, societal narratives, and theological statements related to human sexuality (Assignments: Daily Assignments, Quizzes, Group Project, and Group Presentation).
- **Research:** Develop a critical understanding of the research methods and ethical frameworks used to guide psychological inquiry of sexuality. (Assignments: Daily Assignments, Quizzes, Group Project, and Group Presentation).
- **Communication:** Develop an understanding of the need to communicate in a clear, compelling, and ethical manner, adhering to APA standards, while maintaining a critical standpoint on the applications of research in personal and professional domains. (Assignments: Daily Assignments, Quizzes, Group Project, and Group Presentation).

- **Character:** Develop the ability to respond in ways that respects the dignity of all, promoting the well-being of self and others, as well as growth in professional skills. (Assignments: Daily Assignments, Quizzes, Group Project, and Group Presentation).
- **Professional Competence:** Develop communication, critical thinking, data interpretation and presentation, and cultural humility, while considering possible vocational and occupational trajectories within the Social Science fields. (Assignments: Daily Assignments, Quizzes, Group Project, and Group Presentation).

Textbooks

Rathus, S. A., Nevid, J.S., Richner-Rathus, L., Hamilton, L.D., McKay, A., & Robin Milhausen. *Human Sexuality in a World of Diversity*, (7th Cdn. Ed.), Pearsons.

Assigned Readings in Moodle.

Additional Resources

Goerling, E., & Wolfe, E. (2023). *Introduction to Human Sexuality*. [Portland Community College via OpenOregon¹](#)

Course Schedule

Date	Focus and Readings	Assigned Questions:
May 27 th	Chapter 1: What is Human Sexuality? Complexity: Theological, historical, and cross-cultural considerations. <i>The future of sexuality debates in the Church: Shared challenges and opportunities for theological 'traditionalists' and 'revisionists,'</i> by S. Cornwall (see Moodle).	Revel Quiz: Chapter 1 Assigned Questions: 1. Compare the similarities and differences between Canada and the United States and how they affect sexual attitudes and behaviours. 2. Summarize the skills needed for good critical thinking and the importance of each skill.
May 28 th	Chapter 2: Present focus: Historical-Theological, research, and ethics.	Revel Quiz: Chapter 2 Assigned Question: Discuss the strengths and weaknesses of Kinsey's research. Speculate on how culture may have impacted the research and the findings.
May 29 th	Chapters 3 & 4: Physiology and sexual arousal. Similarities and differences across the genders. Theological, scientific, and social considerations. <i>Sexuality in persons with intellectual disabilities: A challenge to Church morality,</i> by A. Liegeois (see Moodle).	Revel Quiz: Chapter 3 & 4 Assigned Question: Review the education we provide in Alberta regarding sexuality to children and youth. Is there any information you think should be included that is not? We offer up-to-date, evidence-based information and strategies for parents and teachers to deliver effective sexual health education. (teachingsexualhealth.ca)

<p>May 30th</p>	<p>Chapters 5 & 9: What is gender? Consideration of Sexual and Gender Minorities (SGM). Theological and Scientific considerations.</p> <p><i>Understanding gender dysphoria</i>, by M. Yarhouse (see Moodle).</p>	<p>Revel Quiz: Chapter 5 & 9</p> <p>Assigned Question: Do the terms we use refer to ourselves matter? Discuss the various different classifications of sexual orientation that are currently used. Why is it important to move beyond the basic heterosexual, gay/lesbian, and bisexual classifications?</p>
<p>May 31st</p>	<p>Chapter 6 & 7: What is this crazy thing called love? And what roles do intimacy and communication play? Theological and Cultural considerations.</p> <p><i>Biblical challenges to a theology of love</i>, by W. Jeanrond (see Moodle).</p>	<p>Revel Quiz: Chapter 6 & 7</p> <p>Assigned Question: Identify and discuss what occurs in each stage the ABCDE model of relationships. How might culture and/or faith shape how we engage in romantic relationships?</p>
<p>June 3rd</p>	<p>Chapters 10 & 11: Theological, historical, and scientific considerations of contraception, conception, and childbirth.</p>	<p>Revel Quiz: Chapter 10 & 11</p> <p>Assigned Question: Birth rates continue to drop in Canada and have hit a significant low of 1.33 children per woman. Nunavut and Saskatchewan have the highest birth rates in the country. People are waiting longer to have children, with many now waiting until their 30's. What factors may be influencing Canadian birth rate trends?</p>
<p>June 4th</p>	<p>Chapters 13 & 14: Sexual dysfunctions and sexually transmitted infections.</p>	<p>Revel Quiz: Chapter 13 & 14</p> <p>Assigned Question: Discuss why orgasmic disorder is more prevalent in women than in men. Consider cultural and religious contributions to these difficulties.</p>
<p>June 5th</p>	<p>Chapter 16: Sexual variations. What is "normal" and what is "problematic?" DSM considerations.</p>	<p>Revel Quiz: Chapter 16</p> <p>Assigned Questions: Discuss at least three different ways we can distinguish if a sexual behaviour is normal or abnormal. Do you believe BDSM could be considered part of</p>

		feminism? Why or why not? How does our culture/faith/world views influence how we view wide ranging sexual behaviours?
June 6 th	Chapter 18: Sex work: Theological, research, and societal considerations.	Revel Quiz: Chapter 17 Assigned Questions: Describe Bill C-36, the Protection of Communities and Exploited Persons Act, including its three main objectives and associated penalties. Consider the benefits and risks of making the purchase of sex illegal. How does culture/faith/worldview influence our perception of sex work?
June 7 th	Capstone: So what? Now what? Your Personal, Interpersonal, and Societal Considerations.	

Course Requirements

Papers will be submitted through Turn it in on Moodle.

Critical Reading & Discussion Groups (Peer evaluation 5%; Professors evaluation 5%)

Canadian culture provides many interpretations of, and reflections on, the nature and expression of human sexuality. Each class you are assigned a set of text chapters and related questions where you are to explore the theory and research presented, what the author(s) was trying to communicate, and how the assigned reading affected you. Asking questions, articulating dissonance, and sharing insights during class discussions are a crucial component of the learning process and to the worth of this course. Your professors are using a 4-A approach, where we have created questions for you to answer before each class to **Activate you to Acquire new knowledge**. Your daily work with your discussion group will facilitate critical **Assessment of information** provided in the text and **Apply your understanding**. You will be assessed by your professors and peers for the learning and knowledge transfer you exhibit within this class, and this will inform your participation mark.

On **June 7th** each group will have met to decide the participation mark the group has earned within the class. You will send your professors the names of the group members as well as the group's participation mark, stating the reasons why you collectively believe you deserve this participation grade.

Peer marks on your participation will be worth 5 percent of your grade.

Quizzes (15%)

There are 14 Revel quizzes to be completed throughout the course. All Revel assignments are due on the last day of classes (June 7th at 11:59 pm) and as such, no extensions can be given on this requirement.

Group Capstone Presentation (15%): June 7th

On June 7th, each group will present a 12-minute capstone presentation where you will speak to the importance of considering the intersectionality of faith, culture, and worldview when considering topics in human sexuality. Your group will speak to what knowledge they felt was important to learn, how the knowledge gained through the course affected them at a personal and professional level, actionable steps for promoting inclusivity and understanding in their personal and professional lives. Please have one member of your group sign up at the following link for your presentation spot <https://signup.com/go/oqXsSKY>

Capstone Grading Rubric

Criteria	Description	Points
Content Relevance	The presentation adequately addresses the importance of considering the intersectionality of faith, culture, and worldview in human sexuality topics. It demonstrates a deep understanding of how these factors influence perspectives and behaviors related to sexuality.	4
Knowledge Integration	The group effectively communicates the key knowledge gained throughout the course and its impact on their personal and professional development. They demonstrate critical thinking by connecting theoretical concepts to real-world applications.	4
Inclusivity Promotion	The presentation offers actionable steps for promoting inclusivity and understanding in both personal and professional contexts. These steps are insightful, practical, and demonstrate a commitment to fostering diversity and respect.	4
Presentation Quality	The slides are visually appealing, well-organized, and enhance the presentation. The use of PowerPoint, Canva, Adobe, or Google Slides is effective and enhances the delivery of the content.	2
Professionalism	The group presents in a professional manner, including clear articulation, appropriate demeanor, and engaging delivery. They demonstrate confidence and competence in their subject matter.	1

Total Points: 15

Group Project: Sexual and Media Analysis (25%): Due July 1st

Examine the portrayal of sexuality and gender in various forms of media (Videos, Images, Clips (i.e., TikTok, Instagram, Facebook, and so on). Select a specific example to analyze in depth (e.g., portrayal of individuals who are People of Color (POC) and transgender).

Within the written 5-page paper you submit, you will provide a brief literature review that speaks to normative attitudes and behaviours directed towards the population you are studying (i.e., theory & empirical research). You will include a results section that explores themes found in **10 media representations**, such as objectification, stereotypes, and the impacts of societal reactions on individuals' views of self. Within your discussion section, please speak to the role of societal organizations and how they promote or challenge portrayals of sexuality and gender within media, such as Alberta Education and Faith based institutions. Finish your discussion by outlining the implications of what you have discovered and propose ways to elevate both accurate and inclusive representations of sexuality and gender within society. Please include examples within your write up of your findings but keep an visuals small (approximately 250 pixels wide and 400 pixels tall). Include an Appendix that shows the analyses you engaged in, including URLs used, numerical computations, and analysis of phrases/statements used.

Please use a minimum of **10 peer reviewed** articles to aid in your analyses and write up of findings. Your title page, assignment set-up, citations, and references should follow the *Manual of the American Psychological Association, 7th edition* (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). See

Sexual and Media Analysis - Grading Rubric:

Criteria	Points	Description
Introduction	2	Clearly introduces the topic, provides context, states the purpose of the assignment, and outlines what will be discussed. Demonstrates clear and concise writing with smooth transitions.

Analysis of Objectification and Stereotypes	4	Provides thorough analysis of how media example portrays objectification and perpetuates stereotypes, considering both qualitative (thematic) and quantitative (prevalence) data. Appendix demonstrates investigation undertaken to better understand the impacts of stereotypes and societal narratives on populations self-understanding (i.e., comments provided by target audience indicating self impacts) and related behaviors.
Role of Societal Organizations	4	Discusses role of societal organizations in shaping portrayals of sexuality and gender. Evaluate their promotion or challenge of existing portrayals and societal norms.
Implications and Proposals	5	Articulates implications of findings on well being of population. Offers well-supported proposals for elevating accurate and inclusive representations. Writing is articulate, cohesive, and uses inclusive language (Inclusive Language Guidelines (apa.org)).
Use of Peer-Reviewed Articles	4	Demonstrates strong use of a minimum of 10 peer-reviewed articles. Integrates research effectively, critically evaluates relevance. Writing demonstrates synthesis of ideas.
Grammar and Flow	4	Writing is free from errors, with consistent use of proper grammar, punctuation, and spelling. Sentences are varied in structure and length, enhancing readability and flow.
APA Formatting	2	Adheres to APA guidelines for title page, setup, citations, and references. Applies formatting rules accurately.
Total	25	

Group Project: Faith, Sex, and Gender (25%): Due July 1st

Exploring Perspectives on Sexuality and Gender: A Comparative Analysis of Online Sermons or Teachings

Objective: The aim of this assignment is to critically examine and compare the perspectives on sexuality and gender presented in online sermons with the content studied in our Human Sexuality class. By engaging with religious discourse on these topics, you will consider how theological beliefs intersect with contemporary cultural and scientific understandings of human sexuality.

Assignment Components

1. Written Component (50%):

- 1) Introduction: Provide an overview of the assignment's purpose and objectives.
- 2) Selection of Sermons: Each group will select three online sermons from different religious or denominational perspectives that address topics related to sexuality or gender. Sermons should be no longer than 30 minutes each.
- 3) Comparison with Course Material: Compare and contrast the perspectives presented in the sermons with the content covered in our Human Sexuality class. Identify areas of agreement, disagreement, or divergence in theological beliefs and scientific understandings of sexuality and gender.
- 4) Analysis of Religious Texts: Analyze any religious texts or scriptures referenced in the sermons and discuss how interpretations of these texts influence the speakers' views on sexuality and gender.
- 5) Reflections on Intersectionality: Consider how factors such as race, culture, and socio-economic status may influence the speakers' perspectives on sexuality and gender.
- 6) Conclusion: Summarize key findings and insights gained from the comparison, highlighting the importance of understanding diverse viewpoints in discussions about human sexuality.

2. Visual Component (30%):

- 1) Create a visually engaging infographic or poster to visually depict the group's findings.
- 2) Include key points from the written analysis, comparative charts or graphs, relevant quotes or excerpts from the sermons, and any other visual elements that help illustrate the comparison.
- 3) Ensure the infographic or poster is clear, concise, and effectively communicates the group's analysis.

3. Analysis Component (20%):

- 1) Provide a written reflection (1-2 pages) on the process of analyzing the sermons and comparing them to course material.
- 2) Discuss any challenges encountered during the assignment, insights gained from the comparative analysis, and reflections on the intersection of theology and human sexuality studies.
- 3) Submit the written reflection along with the infographic or poster.

Assessment Criteria:

- Depth of Analysis: How thoroughly did the group compare and contrast the perspectives presented in the sermons with course material? Did the analysis demonstrate a nuanced understanding of the intersection between theology and human sexuality?
- Clarity and Coherence: Was the written component well-organized and clearly written? Does the infographic or poster effectively communicate the group's findings?
- Engagement with Course Concepts: Did the group demonstrate an understanding of the concepts and theories covered in our Human Sexuality class? Were course materials effectively integrated into the analysis?
- Critical Thinking: Did the group critically evaluate the sermons and their implications for our understanding of sexuality and gender? Were insights supported by evidence and logical reasoning?

Submission Requirements:

- Written Component: Submit the written report (5 pages, double-spaced) in word format via the course LMS.
- Visual Component: Upload the infographic or poster file (PDF or image format) to the course LMS.
- Analysis Component: Include the written reflection along with the infographic or poster submission.

Note: Groups are encouraged to consult with the instructor if they encounter any challenges or need guidance during the assignment process.

Grading Rubric: Exploring Perspectives on Sexuality and Gender: A Comparative Analysis of Online Sermons or Teachings

Criteria	Points	Description
Written Component (50%)		
Introduction	2	Provides a clear overview of the assignment's purpose and objectives.
Selection of Sermons	4	Chooses three online sermons from different religious perspectives addressing topics of sexuality or gender.
Comparison with Course Material	8	Thoroughly compares and contrasts perspectives presented in the sermons with course content. Identifies areas of agreement, disagreement, and divergence.
Analysis of Religious Texts	6	Analyzes interpretations of religious texts or scriptures referenced in the sermons and discusses their influence on perspectives of sexuality and gender.
Reflections on Intersectionality	4	Considers how factors such as race, culture, and socio-economic status influence perspectives on sexuality and gender.

Conclusion	4	Summarizes key findings and insights, highlighting the importance of understanding diverse viewpoints on human sexuality.
Visual Component (30%)		
Clarity and Organization	6	Infographic or poster is clear, concise, and effectively communicates findings.
Visual Representation of Findings	8	Includes key points from written analysis, comparative charts or graphs, relevant quotes or excerpts from sermons, and other visual elements that aid understanding.
Creativity and Engagement	6	Demonstrates creativity in visual design and engages the viewer with compelling visuals.
Analysis Component (20%)		
Written Reflection	6	Provides a thoughtful reflection on the process of analyzing the sermons and comparing them to course material.
Depth of Critical Thinking	7	Demonstrates critical evaluation of the sermons and their implications for understanding sexuality and gender.
Integration of Course Concepts	7	Effectively integrates concepts and theories from the Human Sexuality class into the analysis.
Overall Presentation	25	

Film Review (10%) Due July 1st

You have the opportunity to complete one film review (700-900 word) on a topic covered in the course. Your study of a film should attend to such matters as these:

- Provide a short summary of the film.
- What connections did you make to course topics and readings on Human Sexuality?
- Relevant theological or spiritual themes or threads in the film.
- How those theological or spiritual themes or threads inform your own emerging identity as a Christian leader?
- What does this film tell you about Christian practices around Human Sexuality?
- What are questions you are still left with and would like to explore further?

For any given film you might choose, please look at other people's reviews, which you can find online. Do interact with other reviewers **BUT ONLY AFTER YOU HAVE SEEN THE FILM** or they will shape your viewing unduly. Agree, disagree, add to and subtract from other reviewers' assessments but please do not quote more than 10-15 words total from other reviewers in your review. Your main job is to interact with and respond to the film. I note other reviews simply because the temptation to plagiarize is great when all that material is sitting there. I want you to know that I know about it, and I want you to interact with it.

Grade Rubric:

Criteria	Excellent	Good	Adequate	Unsatisfactory
Conversation, voice, and ideas (70%)				
The reviewer's voice is appropriately present. (15%)	Voice present and clear.	Voice present throughout.	Timid or periodic presence .	Reviewer's voice not apparent.
The reviewer treats the film, its director and actors fairly and responsibly, engaging them in conversation and allowing them to speak. (15%)	Review is an engaging conversation between film,	Interactive tone through review.	Some interaction with film-makers and actors.	Cherry picks flaws/strengths. Rants about flaws or gives uncritical praise.

	reviewer, and reader.			
The review explores and discusses the Christian or spiritual worldview (20%)	In-depth exploration of Christian or spiritual worldview with frequent reference to film.	Shows good understanding of Christian or spiritual worldview concept and works with material from film.	Shows some understanding of Christian or spiritual worldview concept and limited ability to see it in film.	Little understanding demonstrated of this aspect.
The review includes an appropriate amount of summary of the film's contents and an appropriate mix of detail & generalization (10%)	The mix makes clear to the reader the style, point, plot and direction of the film.	Appropriate mix of detail and generalization. Enough information about contents.	Some summary but reader of review remains unsure about film's point or direction. Too much detail.	Rote repetition of contents. Too much detailed retelling at cost of other review functions.
The review appropriately assesses the film's success at addressing & reaching its intended audience in view of its apparent purpose. (10%)	Review makes clear the film's audience and purpose, and judges its success.	Review assesses film's audience and purpose, and director's success.	Little assessment or timid, incomplete assessment.	Assessment absent from review or overwhelms the review.
Writing, language and format conventions (20%)				
The review contains complete bibliographic material. (5%)	Complete information.	Complete information.	Incomplete information.	Incomplete information.
The review follows format conventions, including respecting the 700-900 word limits. (5%)	Follows format conventions precisely throughout.	Review largely follows format conventions.	Review mostly follows some format conventions.	Review largely fails to follow format conventions.
The review follows relevant punctuation, syntax, sentence & paragraph conventions, creating readable prose. (5%)	Writing has grace and style beyond conventions.	One or two lapses.	Five or more lapses in the review.	Lapses throughout.
The review employs vocabulary appropriate to the film being reviewed and the intended audience of the review.(5%)	Vocabulary use contributes to readable and enjoyable review.	Vocabulary level contributes to good style and easy readability of review.	Vocabulary level periodically appropriate for audience.	Vocabulary level markedly inappropriate for audience.
Global sense of review's quality (10%)				
Global sense of review's quality. (10%)	An inviting review.	Informative and readable review.	Understandable with effort.	Confused and/or unreadable.

Attendance

The general expectation is that students will attend all classes in which they are registered.

Classroom Etiquette

We believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just “downloading” information from teacher to student). Therefore, it is expected that professors will come to each class well-read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of “active learning” significantly increases the learning experience for both teacher and student and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience. **It is also important to note that the topic of Human Sexuality can be difficult for some individuals to discuss and can lead to strong reactions/opinions. As a result, please remember that your classmates are to be treated with the upmost respect and empathy at all times and that any failure to do so can lead to you being asked to leave the class.**

Grade Summary

The available letters for course grades are as follows:

Grade	Interpretation	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D	Minimal Pass	50-55%	1.0
F	Failure	Below 50%	0.00
P	Pass		No Grade Points

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 Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the ‘Withdrawal from Course’ form whereby course(s) will remain on the permanent academic record/transcript with the symbol ‘W’. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program.

Withdrawal From a Course

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

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.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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.

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.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at

Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need, and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website—ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text.
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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