

Course ID:	Course Title:	Winter 2022
MI502	Intercultural Competence	Prerequisite:
		Credits: 3

In Person – 3 WEEKEND FORMAT CLASS

Class Information		Instructor Information		Important Dates	
Dates: - Wknd 1	Jan 14-15, 2022	Instructor:	Charles A. Cook, PhD.	Last day to add/drop, or change to audit:	Noon 1 st Saturday
Wknd 2	Feb 11-12, 2022	Email:	ccook@ambrose.edu	Last day to withdraw from course:	end of 2 nd weekend
Wknd 3	Mar 18-19, 2022	Phone:	403.410.2000 x7901	Last day to apply for coursework extension:	1 month before final due date
Days/Time:	<i>Friday</i> 6:30 pm - 9:30 pm	Office:	L0245		
Days/Time	<i>Saturday</i> 9:00 am to 4 pm	Office Hours:	By Appointment		
Room:	A2133				

NOTE: This is an ***"IN PERSON"*** course this semester. If for some reason we must pivot to Zoom for a few weeks ... please be aware ... ***that you must be able to "pivot back"—come to class in person—when restrictions are lifted. PLEASE DO NOT REGISTER FOR THIS COURSE IF YOU CANNOT MEET IN PERSON. MI502 is considered and "in person" course this semester.***

1. Course Description

This course is designed to equip individuals to become more intentional about engaging in intercultural interactions. In the ongoing quest to value Others and their Otherness, worldview differences are explored and habits for assessing and reengineering long held values are examined. Approaches for adjusting to and working with individuals with different cultural perspectives are investigated. Since effective interaction with others requires the development of new skills, participants will explore basic elements related to effective intercultural communication both from a theoretical and practical perspective. Techniques for managing differences, resolving conflicts, and applying problem solving in various contexts will be analyzed. <https://ambrose.edu/content/academic-calendar-2>

2. Expected Learning Outcomes

Overarching Ambrose Seminary Learning Outcomes

- **Nurturing Theological Depth** – To grasp underlying biblical and theological concepts for understanding and valuing the cultural Other and explore their implications for our lives and ministries within the community of faith.

- **Fostering Vocational Effectiveness** – To develop a variety of skills for engaging the cultural Other with confidence in today’s ethnically diverse and rapidly changing global, national and community context.
- **Cultivating Heart** - To allow God to transform our frame of reference as we engage with the cultural Other and come to appreciate the truth that they, like us, are created by God in His image and therefore are of immense value.
- **Inspiring Redemptive Action** - To emerge from this course with a greater sense of self understanding and humility regarding the cultural Other so that we might be more intentional in the ways that we lead our communities of faith toward greater redemptive action.

Generally Anticipated Learning Outcome for Increasing Cultural Fluency

Cognitive... *what the learner should know and understand*

The learner should be able to ...

- ... recognize important theological and biblical concepts essential to valuing the cultural Other.
- ... identify intercultural skills helpful in increasing intercultural understanding with the Other.
- ... anticipate the challenges faced as they seek to engage in intercultural interactions with the Other.
- ... understand how their worldview shapes their perception of self and their understanding of the Other.

Culture Fluency ... is the ability to communicate and act appropriately & effectively across cultural difference.

Conative ... *what the learner should be able to do and perform.*

The learner should be able to...

- ... engage in intercultural relationships increasingly aware of the challenges the cultural Other faces.
- ... interact as an “inbetweeners” with increased confidence with individuals from other cultural settings.
- ... develop a practice of observing, reflecting and learning from intercultural interactions with Others.
- ... exhibit a willingness to assist family/friends in discovering how to engage the Other as a learner.

Affective ... *what the learner should feel and appreciate.*

The learner should be able to...

- ... appreciate how cultural and ethnic diversity contributes to a rich understanding God.
- ... discover the disorienting emotional effect of living and working with and between cultures.
- ... develop an ongoing appreciation for the cultural Other as they begin to value their Otherness.
- ... value the way in which one’s cultural self-perceptions overlaps with those of the cultural Other.

Synectic . . . *problems that the learner should be able to solve.*

The learner should be able to...

- ... assist the cultural Other (new to your culture) in the task of understanding their new home.
- ... observe verbal and nonverbal factors that facilitate/impece effective intercultural communication.
- ... understand the challenges of engaging between cultures and the necessary adaptation process.
- ... facilitate opportunities for others to gain a greater appreciation for the Other and their otherness.

3. Textbooks

Required Texts

Livermore, David.

2009 *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World.* Grand Rapids: Baker Academics.

Recommended Texts

Lustig, Myron, Jolene Koester and Rona Tamiko Halualani.

2017 *Intercultural Competence: Interpersonal Communication Across Cultures*. New York: Pearson, Inc. Eighth Edition.

4. Course Schedule

Jan 14-15, 2022 – Introduction and Awareness Module (Cultural Fluency Cycle)

Feb 11-12, 2022 – Knowledge and Values Modules (Cultural Fluency Cycle)

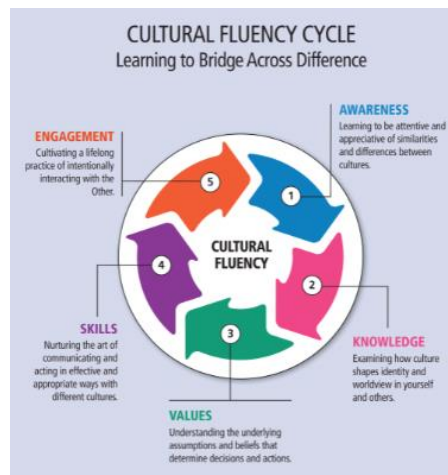
Mar 18-19, 2022 – Skills and Engagement Modules (Cultural Fluency Cycle)

Participants are expected to be present for all three weekends!

5. Requirements

Since most intercultural interactions are ultimately a journey in understanding "self," the learner will regularly be called upon to reflect on their own journey of faith and integrate their understanding of their spiritual development to the content of the course. Assignments with classmates are designed to encourage the learner to be intentional about integrating course insights to their ministry context.

Furthermore, this course seeks to move beyond intercultural theory. Through research, reflection, simulations, labs, and course projects the learner will be encouraged to examine concepts in the context of regular intercultural interaction and bring them back to the classroom. These experiences should serve as a significant platform from which to engage in theological reflection. Together we will examine our presuppositions as they relate to our engagement with "others" and their "otherness."



5.1. Discovery Learning: Navigating Perceptions through Simulations & Labs: (15%)

5.1.1. Process

The learner will participate in a variation of collaborative labs and simulation (three (3) events/labs). The detail of each will be explained in class.

- Event #1 – Simulation – Reflection (January) (5%).
- Event #2 – Lab – Understanding "Others" and their "Otherness" (February) (5%).
- Event #3 – Lab – Ministry in a Multicultural World (March) (5%).

5.1.2. Due Date

- The lab work will be completed during the allotted time in class and **handed in after each session** via Moodle.

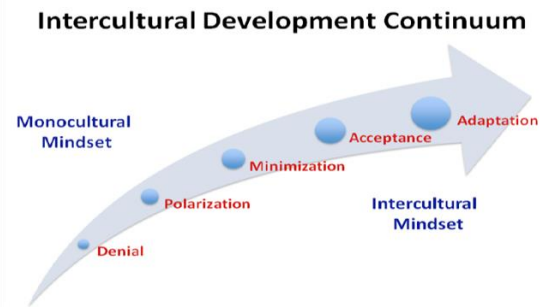
5.2. Developing Cultural Fluency (30%)

Intercultural competence can be learned. While some people learn best through research and reflection, others learn through active experimentation. This integrative learning activity combines theoretical reflection and experiential learning and is designed to increase a learner's cultural fluency. The learning activity has three components to it: (1) "Understanding Yourself" and (2) "Understanding the 'Other'," (3) "Journal: Integrating Intercultural Insight."

5.2.1. Cultural Fluency: Understanding Yourself (10%)

In this part of the cultural fluency activity, the learner will begin by taking the *Intercultural Developmental Inventory (IDI)*, a 50-item questionnaire.

1. The value of the IDI is that it is based on a developmental model for intercultural development. All this simply means is that you are not stuck at any given developmental orientation (*see diagram*) but with ongoing intercultural development you can change and grow.
2. The *Intercultural Developmental Inventory (IDI)* will be made available to you via email. The email will be sent Saturday afternoon, **January 15th**, and will include your unique IDI login information, as well as a link to book a time to do your individual IDI debrief. Please complete the IDI before **January 23rd** as it is the basis for this *Cultural Fluency Development* learning activity.
3. Once completing the online assessment, you will need to complete a 30-minute individual debrief over Zoom (*a link to schedule the appointment will be included in the email mentioned above*). This must be completed by **February 4th**.
4. Based on the outcome of the IDI, *the learner will create a one-thousand-word (1000 "good words") paper on the insights generated by the IDI*. The learner will engage with their *Developmental Orientation* (mindset) and seek to integrate insights from their life experience, their prior learning, and their reading/reflecting related to this course to this point (*see Personal Cultural Journey guided question posted on Moodle*).
5. **Due Date:** This part of the assignment is due **Friday, February 11th** on Moodle by **18:30 pm**.



5.2.2. **Cultural Fluency: Understanding the Other (10%)**

1. In this second part of the cultural fluency initiative, the learner will build on the first part of their assignment and develop an *Intercultural Development Plan (IDP)*. The guidelines for your IDP will be made available to you along with the results of your IDI.
2. Using the IDP guidelines and based on the outcomes of your IDI, *create a one-thousand-word (1000 "good words") Intercultural Development Plan based on your "developmental orientation"*.
3. Your IDP should highlight 3-5 developmental goals along with their corresponding progress indicators for moving along the *Intercultural Development Continuum (IDC)*. Suggest how you might go about implementing the developmental goals over the next six to eight months.
4. **Due Date:** This assignment is due Friday **March 18th** on Moodle by **18:30 pm**.

5.2.3. **Cultural Fluency Journal: Integrating Intercultural Insights (10%)**

1. The third and last part of this cultural fluency initiative is the development of a cultural fluency journal. The journal component is designed to encourage the learner to begin implementing their *Intercultural Development Plan (IDP)*.
2. *In a short one-thousand-word (1000 "good words") reflection paper identify at least three (3) instances* in which you have been able to actively put some of your plan in motion. Research indicates that intentional engagement with the cultural Other is one of the most significant ways of developing in cultural fluency. (See resources posted on Moodle.)
3. **Due Date:** This assignment is due **Friday, April 8th** on Moodle by **18:30 pm**.

5.3. **Livermore Review (12%)**

The learner will write one (1) *one-thousand five hundred-word (1500 “good words”) “Insight Review”* on David Livermore’s book *Cultural Intelligence* identifying six (6) key concepts that you believe are significant for developing increased cultural fluency.

1. Describe the six concepts, underscore what the significant of them is and then explain how they might be useful in developing increased cultural fluency.
2. ***Due Date: Friday, Mar. 4th*** on Moodle by **18:30 pm**.

5.4. Intercultural Competence Research Project (43%)

In the journey toward becoming increasingly *culturally fluent* (interculturally competent) is a lifelong journey. *In this learning activity the learner will focus in on themes or concepts related to **Ethnic Cultural Diversity**.*

There are hundreds of intercultural concepts essential to increasing our ability to engage with the ethnic or cultural Other. As you participate in class, read, and engage in the labs, perhaps a theme or concept will immerge that you would like to research further. This research learning activity has three (3) components to it: (1) Research Project; (2) Annotated Bibliography; (3) Class Presentation.

5.4.1. Write a Research Paper on an Intercultural Issue or Concept (35%)

1. *Select a theme and confirm* the theme with the Professor (e.g., Ethnocentrism; racism; worldview; valuing the stranger; culture; non-verbal communication; etc.)
2. Post your selection on Moddle in order to *avoid duplication*. Themes will be approved on a first come basis.
3. *Research the concept* paying particular attention to:
 - (a) its *practical significance* (life implications)
 - (b) its *theoretical mooring* (what do scholars say about it)
 - (c) its *theological significance* (if applicable)
 - (d) its *biblical expression* (how was it used or abused in Scripture)
 - (e) its *intercultural implications* for developing cultural fluency and engaging with the cultural Other
 - (g) *useful exercises, simulations, or activities* to help one grasp this concept in practical ways (if applicable)
 - (f) how might this concept that you investigated assist you in moving from your Developmental Orientation to the next developmental orientation (leading orientation) along the *Intercultural Developmental Continuum* (see your IDI profile)
- ***Length and Format***: The research paper should be a three-thousand five-hundred-word (3,500 “good words”) paper (*Times New Roman, Arial or Garamond* 12-point font; standard margins, headers and footers, page numbers on the bottom of the page and title page). For what is meant by “good words” check out the resource window in Moodle.

The research paper is to be written according to either the *American Psychological Association* (APA) standard (<https://apastyle.apa.org/>) or the *Chicago Standard Format* (<https://www.scribbr.com/chicago-style/format-paper/>). Pick a format and stick with it.
4. ***Evaluation***: The paper will be evaluated using the rubric in the adjoining table.
5. ***Due Date***: The research paper should be uploaded on ***Moodle by midnight*** (11:59 pm) ***Monday, April 11th***.

PAPER EVALUATION

1. *Content: Does it fulfil the assigned purpose?*
 2. *Originality / Creativity*
 3. *Organization & structure of the Paper*
 4. *Style: Readability, Coherence of Ideas and Clarity of Expression*
 5. *Evidence of Research and Sources: Use of resources; Appropriateness; Relevance*
 6. *Format: Seminary standards of neatness, spelling, grammar and sentence structure*
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5.4.2. Generate an Annotated Bibliography (2%)

Part two of this research project requires you to generate an annotated bibliography with a **minimum of 10 references** (sources).

1. Develop your annotated bibliography in accordance with the standard format for annotated bibliographies. (Example: <https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/annotated-bibliography-1.original.pdf>) An annotated bibliography is simply “an analytic guide to academic resources on a research topic. For each resource (book, article, documentary, etc.), it includes a citation and a brief (2-4 sentence) description and evaluation, or annotation. The annotation is intended to assess the relevance and quality of each resource.”
2. Include your annotated bibliography in your paper where you would normally include your bibliography. **Note:** Your annotated bibliography does NOT count toward your research paper’s word-count.
3. **Due Date:** The annotated bibliography is due at the same time as your research paper and uploaded on **Moodle by midnight** (11:59 pm) **Monday, April 11th.**

5.4.3. Five Minute Summary Presentation of Anticipated Project (6%)

1. Spent some time reflecting on your research project before and the anticipated direction you would like to take.
2. On March 19th provide us with insights as to why you believe your research piece is important to those seeking to be more interculturally aware and culturally fluent.
3. Make a short five (5) minute summary presentation extolling the virtues of what you discovered to the rest of the class. These presentations will be succinct and fast moving—in a World Café type mini-TED talk event on cultural fluency.
4. Evaluation: The paper will be evaluated using the rubric in the adjacent table.
5. **Due Date:** Participants will present on **Saturday afternoon March 19th.**

PRESENTATION	
1.	Originality, Creative use of aids
2.	Organization, Structure and flow of presentation, Clarity of Expression

6. Course Distribution of Grades

1. Intercultural Simulation/Labs	15%
2. Developing Cultural Fluency	30%
3. Livermore Book Review	12%
4. Intercultural Research Project.....	43%
TOTAL	100%

6.1. Attendance:

Attendance at all classes is expected except for an emergency and only after consultation with the professor. As part of the community of learners, participation in class discussions is vital to a mutual learning experience.

1. If for whatever reason we need to pivot to **Zoom you are considered present and accounted for when you are present with your camera on. You will be considered absent if your camera is off.**
2. **NOTE:** You will fail this course **if you are absent from class more than 20% of the time (6 hours).**
3. **Furthermore,** all assignments must be completed in order to pass the course. **No exceptions!**

6.2. Grade Summary:

The available letters for course grades are as follows:

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

<u>Letter Grade</u>	<u>Percentage</u>	<u>Description</u>
A+	98 - 100	Mastery: Comprehensive understanding of subject
A	95 - 97	
A-	90 - 94	
B+	86 - 89	Proficient: Well-developed understanding of subject
B	82 - 85	
B-	79 - 81	
C+	76 - 78	Basic: Developing understanding of subject
C	73 - 75	
C-	69 - 72	
D+	66 - 68	Minimal Pass: Limited understanding of subject
D	63 - 65	
F	59	Failure: Failure to meet course requirements

7. Other Information

7.1. 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 your 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.

7.2. 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-Simulation**)
- All MI502 assignments uploaded to Moodle will be run through Turnitin (<https://www.turnitin.com/>).

7.3. Late Policy.

Late assignments will be deducted 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.

7.4. Course Revisions.

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

7.5. "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!

7.6. Course Completion

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

7.7. Plagiarism 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.*

7.8. Technology in the Classroom

While I believe that technology can enhance instructional effectiveness, increase learning and improve the overall curriculum, it can also be a distraction. So here is some basic *Cookology*:

- Recording Lectures: Recording of lectures or any other classroom activity is NOT permitted unless cleared by the instructor prior to the event.
- Electronic Devices: All electronic devices must be turned off when entering the classroom. Since this is a learning environment, you are expected to "be all here" – not just parts of you.
- Laptop Computer: Laptops and PDA's should be used only for taking notes and interacting with classroom material. Please manage your time and respond to electronic mail, search the web and do other chores outside of class time.

7.9. 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.