

Course ID:	Course Title:	Fall 2023
ED 506	Discipleship Practices for the Church	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	Instructor:	Rev. Arch Wong, DMin, PhD	First Day of Classes:	September 12
Days:	Tuesdays	Email:	awong@ambrose.edu	Last Day to Add/Drop:	September 17
Time:	12:45-3:45 PM	Phone:	403-410-2909	Last Day to Withdraw:	November 20
Room:	L 2100	Office:	L 2081		
Final Exam:	N/A	Office Hours:	By appointment	Last Day to Apply for Extension:	

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

An introduction to biblical foundations and historical models for the process of discipleship in diverse & changing cultures. The course will explore principles of spiritual/faith formation, mentoring and also explore practices for forming and supervising small groups.

Expected Learning Outcomes

By the end of the course, learners will be able to:

1. Recognize and define the foundational biblical nature of Christian discipleship.
2. Discuss and articulate foundational principles and Christian practices related to current developmental processes for various age groups.
3. Identify, critique, and synthesize continuing resources for faith formation.

Required Textbooks

Ogden, G. (2016). *Transforming discipleship: Making disciples a few at a time*. Downer Grove, IL: IVP Books.

Strawser, E.K. (2023). *Centering discipleship: A pathway for multiplying spectators into mature disciples*. Downer Grove, IL: IVP Books.

Other readings as assigned in Moodle.

Course Schedule

Week	Date	Topic	Readings	Guiding Questions	Class Requirements
1	September 12	Introduction and Review Syllabus/What Discipleship Is Not : The Issue	Ogden, Chapter 1; Strawsver, Chapter 2	<ol style="list-style-type: none"> 1. What is/is not discipleship? 2. How might discipleship be done the Jesus way? 	Structured Reading Group - Roles
2	September 19	Adult Spiritual Formation: Principles and Christian Practices	Roberto Chapter 1, <i>Faith Formation for the Generations & Seasons of Adulthood</i> ; Carlson, Chapter 7, <i>Adult Development and Christian Formation</i> ; Wilhoit, Chapter 2, <i>Curriculum for Christlikeness</i> ; Willard, Chapter 1, <i>The Spirit of the Disciplines</i> ; Kuzmochka, <i>Where Faith and Life Meet</i>	<ol style="list-style-type: none"> 1. What does a mature person look like? 2. What insight from adult development theories could apply to ministry? 3. In what ways do you see a community of faith contribute to adult spiritual formation? 	Structured Reading Group- Jigsaw
3	September 26	Spiritual Formation of Children in the Home by Parents Discuss Research Paper assignment: Beth Gripping	Hiemstra & Callaway article; Allred article	<ol style="list-style-type: none"> 1. What is the goal of spiritual formation for children? 2. Where do parents go for support in the faith formation of their children? 3. What role does the church play in the spiritual formation of children? 	Structured Reading Group- Jigsaw (read section 1 together and then assign different sections)
4	October 3	Spiritual Formation of Youth	Powell et al., Chapter 3, <i>Growing Young; Who is Generation Z?</i> ; Snailum, Chapter 5, <i>Valuing Youth Ministry as</i>		Structured Reading Group - Roles

		<i>Embedded Intergenerationality</i>		
5	October 10		Arnett, Chapter 9; Denton & Flory, Chapters 3-4; A Rocha article; Bibby et al., Chapter 6	1. What does discipleship look like for emerging adults? Structured Reading Group- Jigsaw
6	October 17	Principles and Christian Practices for Intergenerational and Family Discipleship	Roberto Chapter 1, <i>Generations Together: A Vision of an Intergenerational Church</i> ; Csinos and Beckwith article, <i>Better Together: The Formative Power of Intergenerational Community</i> ; Azzopardi & DeWaal, Chapter 2, <i>Discipleship and Intergenerationality</i> ; Barnett, Chapter 21, <i>Tools for Developing Intergenerational Ministry</i>	Structured Reading Group - Jigsaw
7	October 24	The Ecosystem of Discipleship: The Context of Faith Formation Today—the Curriculum and/or Pathways	Strawser, Chapters 4, 5, and 6; Roberto, Chapter 4, <i>Reimagining the Curriculum for the 21st Century</i>	Structured Reading Group - Jigsaw
8	October 31	Discipleship Practices in Today's Congregations: Looking at Small Groups Discuss Curating Discipleship Resources assignment	Groome, Chapter 5, <i>Will There Be Faith</i> ; Latini, Chapter 5, <i>The Church and the Crisis of Community</i> ; Icenogle, Chapters 1, 9, and 17, <i>Biblical Foundations for Small Group Ministry</i>	Structured Reading Group - Jigsaw
9	November 7	No class: Reading Week		
10	November 14	Canadian Research on Discipleship	<i>Thiessen et al., What is a Flourishing</i>	Structured Reading Group - Roles

*Congregation?
Leader Perceptions,
Definitions, and
Experiences; Wong
et al., Discipleship
from Catholic,
mainline and
conservative
Protestant
congregant
perspectives in
Canada*

11	November 21	Immigrant Faith/Ethnic Spiritual Formation	Connor, Chapters 1 and 2, <i>Immigrant Faith</i> ; Wong et al., Chapters 2 and 3 (pp. 50-70, 194-212; (Abbreviations on p. IX)	Structured Reading Group - Jigsaw
12	November 28	Spiritual Formation Models and Community	Rasmussen, Chapter 9, <i>Shaping Communities</i> ; Strawsver, Chapter 4	Structured Reading Group - Roles
13	December 5	Wrap Up/student course evaluation		

Note: The instructor may adjust the course schedule at his discretion

Requirements

Structured Reading Groups (20%)

Students will be assigned into a group of five people with a set of rotating group roles: discussion leader, passage master, devil's advocate, creative connector, and reporter. Students will meet with their group regularly in class throughout the semester. Before each group meeting in class, students are to complete a set of readings and prepare for their given reading group role; for example, the devil's advocate must develop a list of questions for group discussion that challenge the main points of the work. Or, students will be placed in a structured reading group jigsaw where the student will be the expert on one of the readings for the week. Though working together in groups, students are only graded on their contributions to the reading groups, primarily through the reading group prep sheets that they prepare for class. More detail explanation of the Structured Reading Groups will be given in class.

Assessment Criteria:

Performance Guidelines and Expectations Rubric

Overall, the prep sheets were done consistently each week before class and prepared.

1	2	3	4	5	6	7	8	9	10
low quality									high quality

Overall, the student prepared for class discussions.

1	2	3	4	5	6	7	8	9	10
not prepared									very well prepared

The student contributions generally were helpful and/or insightful in the class discussions? Were their questions/arguments well thought-out? Did the student participate in class discussions? Respectful conversations?

1	2	3	4	5	6	7	8	9	10
low quality									high quality

Book Reviews (10%)

There will be one book reviews. Carefully read *Transforming discipleship: Making disciples a few at a time* or *Centering discipleship: A pathway for multiplying spectators into mature disciples*. The book review should be no longer than 800 words (single space; 12 points, Times New Roman) and is **due by September 29th**. The scoring rubric will be on Moodle. When writing the book review, you have three tasks:

1. You should tell **what you think the writer was trying to say**. For example, “David Elkind said in several books that he thought we should allow children to have a childhood.” Another example, “Malcolm Gladwell seems to argue in *Outliers* that once people have worked for 10,000 hours at something, they get good.” Why did the writer write the book . . . to entertain, to expose, to explain, to correct a misperception, to recount, to convince the reader to change views, to protect? And for what audience did he or she write it? Hint: the audience question is often answered in the foreword and then confirmed or disconfirmed in the book.
2. Tell me **how the writer went about making his or her case**. Stories? Argument? Facts, figures and tables? Humor? Humility/arrogance? Does the author move quickly or slowly? What kind of sentences, what level of writing . . . accessible, impenetrable? What are the author's assumptions and conclusions?
3. Tell me **to what degree you think that author succeeded in his or her intended task** . . . whether your readers should read the book or not (to be really blunt). If so, why? Does it have great writing, wit, illustrations, or importance, or is the author the sole person addressing the question, one who resolves several outstanding issues, or one with new, great insights, and so on? If you do not recommend it, why not? Giving your view – writing in your own voice – may be condemned in lots of academic writing but it is necessary in the review so please do it. And please don't think this job is done if you tip your hand in the opening sentence or make an explicit recommendation in the last few sentences . . . adjectives and adverbs are appropriate here as ways of embedding your judgments of the author's work throughout the review.

The three tasks, while inseparable, do sort of move in an order although not a lock-step order, starting with what the author said he/she set out to do or, if that is not clear, what you think they were trying to do. You weave together your précis of the contents with your own clear voiceover about how they go about it and also, more quietly, your own assessment of how well they do it. As you move toward the end, you state clearly as to whether you recommend it and to whom, likely while still making reference to the contents and approach. Please use APA or Chicago format.

Assessment Criteria:

Exemplary (10-9 marks)	Competent (8-7 marks)	Developing (6 and below marks)
<input type="checkbox"/> The book review clearly articulated what the writer was trying to say and do. <input type="checkbox"/> The book review clearly states why the author wrote the book. <input type="checkbox"/> The book review indicated clearly the audience that the author was writing for.	<input type="checkbox"/> The book review somewhat articulated what the writer was trying to say and do. <input type="checkbox"/> The book review fairly states why the author wrote the book. <input type="checkbox"/> The book review somewhat indicated the audience that the author was writing for.	<input type="checkbox"/> The book review needs to state more clearly what the writer was trying to say and do. <input type="checkbox"/> The book review needs to do a better job at stating why the author wrote the book. <input type="checkbox"/> The book review did not indicated the audience that the author was writing for.
<input type="checkbox"/> The book review clearly tells how the author went about making his or her case. <input type="checkbox"/> The book review stated well the author's assumptions and conclusions.	<input type="checkbox"/> The book review somewhat articulated how the author went about making his or her case. <input type="checkbox"/> The book review stated the author's assumptions and conclusions.	<input type="checkbox"/> The book review was fuzzy indicating how the author went about making his or her case. <input type="checkbox"/> The book review stated very few of the author's assumptions and conclusions.
<input type="checkbox"/> The book review showed clearly that the author succeeded in his or her intended task. <input type="checkbox"/> The book review indicated clearly why the book should be read. <input type="checkbox"/> The book reviewer's voice, view, and recommendation is clearly stated.	<input type="checkbox"/> The book review indicated that the author succeeded in his or her intended task. <input type="checkbox"/> The book review indicated why the book should be read. <input type="checkbox"/> The book reviewer's voice, view, and recommendation is somewhat stated.	<input type="checkbox"/> The book review did not indicate well the author's success in bringing the intended task. <input type="checkbox"/> The book review did not indicate why the book should be read. <input type="checkbox"/> The book reviewer's voice, view, and recommendation is not well articulated.

Research Paper on Age Group (35%)

Pick one age group target audience: Children (Gen Z), Adolescents, Young Adults (Millennials), Mid-life Adults (Gen X), Mature Adults (Boomers), or Older Adults. Begin with existing research studies on the spiritual and religious needs, interests, and life tasks of your target audience. Carefully review the research literature to determine what is most effective in faith formation with the target audience. The research paper will have six sections: Life Stage, Generational, Milestones/Transitions, Ethnic/Cultural Needs, Spiritual and Religious Needs, and Implications for Discipleship in the church. Consider the following questions to guide the research for each section of the paper:

1. Life Stage- What is happening in the lives and world of your target audience today: family, work, leisure, relationships, sexuality, suffering and grief, social and political issues, community issues? What are the developmental life tasks of people in your target audience?
2. Generational- What is the generational identity and the unique generational characteristics of your target audience?
3. Milestones/Transitions- What are the significant milestones and transitions in the lives of your target audience (i.e. marriage, births, graduations, geographical relocation, family formation and re-formation, career changes, empty nest, retirement, unanticipated illness, divorce, and the loss of loved ones)?
4. Ethnic/Cultural Needs- Which ethnic /cultural communities and traditions are present in your target audience? What are the unique lived experiences, needs, and aspirations of people from each ethnic/cultural community?

5. Spiritual and Religious Needs- What are the significant spiritual and religious needs, interests, and concerns of people in your target audience?
6. Implications for Discipleship in the church- From the research, what are the implications for discipleship/faith formation practices in the local church? How might faith/spiritual formation look like and practiced for the age group in the congregation?

Learners may write this assignment by himself/herself or as part of a group (2 or 3 learners per group). If the learner chooses to write the paper as a group, all members of the group will receive the same grade for the completed assignment, with no exceptions. This assignment (if done in a group) should be peer-edited and revised before turned in for grading. The research paper should be between 3000-4000 words (double space; 12 points, Times New Roman) in APA or Chicago format. The research paper **is due by October 31st** and the scoring rubric will be on Moodle.

Assessment Criteria:

Theory, Method, and Data: Correctly employs and present theories, concepts, and empirical/professional research of target audience. The student demonstrates the use of lecture (when applicable), readings, and the professional and academic literature (books and articles, and reliable websites). Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study. **1 2 3 4 5 x 7=**

- 1-2 Inconsistently achieved- theories, concepts, and empirical/professional research of the target audience are often summarized or used inaccurately, or not at all.
- 3-4 Mostly achieved- theories, concepts, and empirical/professional research of the target audience are summarized and used fairly accurately.
- 4.1-5 Consistently achieved- theories, concepts, and empirical/professional research of the target audience are summarized and used accurately and in relevant ways.

Analysis and Implications: The research paper provides an analysis of the target audience in respect to life stage, generational, milestone/transitions, ethnic/cultural needs, and spiritual and religious needs. From the analysis, implications for congregational practice is evident. **1 2 3 4 5 x 7=**

- 1-2 Little to no analysis in respect to life stage, generational, milestone/transitions, ethnic/cultural needs, and spiritual and religious needs. Implications for discipleship in the congregation is weak or little based on the research evidence.
- 3-4 Some of the research paper demonstrates an analysis in respect to life stage, generational, milestone/transitions, ethnic/cultural needs, and spiritual and religious needs. Implications for discipleship in the congregation is somewhat strong based on the research evidence.
- 4.1-5 The majority of the research paper demonstrates an analysis in respect to life stage, generational, milestone/transitions, ethnic/cultural needs, and spiritual and religious needs. Implications for discipleship in the congregation is strong based on the research evidence.

Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end. **1 2 3 4 5 x 5=**

- 1-2 Adequately limited details/synthesis of the target audience may be repetitious or absent altogether; sentences/paragraphs rarely, if ever, flow logically together. Did not follow the five sections for the research paper.
- 3-4 Clear appropriate details/synthesis of the target audience most of the time; sentences/paragraph generally flow logically together. Somewhat follow the five sections for the research paper.
- 4.1-5 Clearly states the details/synthesis of the target audience; sentences/paragraph generally flow logically together. Follow the five sections for the research paper.

Grammar, Spelling, and Format: Writing is clear and effective communicating central ideas. **1 2 3 4 5 x 1=**

- 1-2 Proofread please or get someone to help! Too many errors that slow down the reading. Did not really follow APA/Chicago format.
- 3-4 Still some errors, or errors in significant spots, that detract from your meaning. Somewhat followed APA format.
- 4.1-5 Either the piece is error-free, or you have a few tiny errors that can be easily corrected. Followed APA/Chicago format.

Curating Discipleship Resources (35%)

In this final assignment, learners will not create resources but curate and find the best existing resources for a target audience. **Choose one of the target audiences:** Children (Gen Z), Adolescents, Young Adults (Millennials), Mid-life Adults (Gen X), Mature Adults (Boomers), or Older Adults. The learner will generate a list of appropriate content areas for the target audience. **A number of possible content areas** could consist of the following (learners can use these or create their own):

- Care relationships
- Celebrating church calendar
- Celebrating rituals and milestones
- Learning the Christian tradition and applying it to life
- Prayer and spiritual formation
- Reading the bible
- Serving people in need or working for justice, or caring for creation
- Worshipping God within the faith community
- Life stage,
- Missional activities such as outreach, and so on.

Once learners have identified the content areas, they will research and list appropriate resources for the content areas. This is a brief checklist of the types of resources to research (there are others as well):

- Books (with study guides)
- E-books
- Apps
- Audio podcast
- Videos
- Video learning programs
- Online courses
- Online activities,

- Blogs
- Organizational websites,
- Resource centre websites
- Teachers or mentors or small group leaders
- Museums
- TV shows
- Educational institutions
- Retreat centres, and so on.

Once resources are identified, learners will give a brief written evaluation/narrative based on a set of evaluation standards (checklist) that learners has decided on. **Here are 10 potential categories** for developing a resource evaluation checklist (try to keep the checklist short so that it is easy to use):

- Biblical content and interpretation
- Theological content and interpretation
- Development appropriateness
- Ethnic-cultural appropriateness
- Inclusive of diversity
- Respect for diverse ways of learning and teaching
- Appearance and visual appeal
- Ease of use
- Quality of experience
- Ability to be incorporated into daily and home life, and so on.

Although the curated discipleship resource needs to be thoroughly researched, it is not a research paper and the use of images, diagrams, tables, bullet points, and so on is encouraged so that it has a professional look to it. Learners may write this assignment by himself/herself or as part of a group (2 or 3 learners per group). If the learner chooses to write the paper as a group, all members of the group will receive the same grade for the completed assignment, with no exceptions. This assignment (if done in a group) should be peer-edited and revised before turned in for grading. The curating discipleship resources assignment **is due by December 5th** and the scoring rubric will be on Moodle. I will give further explanation and ideas of how to approach this assignment in class.

Assessment Criteria:

Content Area: Content area for the target audience provides the process for faith formation. The student(s) provide reasons why the list of content areas are significant for the target audience by using resources such as the literature (books and articles), lectures, readings, websites, and so on. **1 2 3 4 5 x5=**

- 1-2 Not a clear explanation of why the list of content areas were chosen for the target audience. Insufficient amount of content area is used. Minimal use of resources to explain why list of content areas were chosen.
- 3-4 Somewhat clear to clear explanation of why the list of content areas were chosen for the target audience. Adequate amount of content area is used. Good use of resources to explain why list of content areas were chosen.
- 4.1-5 Clear to very clear explanation of why the list of content areas were chosen for the target audience. Sufficient amount of content area is used. Excellent use of resources to explain why list of content areas were chosen.

Types of Resources: The student(s) researched and found resources for the content areas for the target audience to use to implement a plan for faith formation. **1 2 3 4 5 x5=**

- 1-2 Insufficient amount of resources found for the content areas to use to implement a plan for faith formation. Lack of diverse resources used such as community, people, print, and/or digital resources. Hardly any URL links or references to the type of resources.
- 3-4 Somewhat sufficient to sufficient amount of resources found for the content areas to use to implement a plan for faith formation. Somewhat to sufficient of diverse resources used such as community, people, print, and/or digital resources. There are some or mostly URL links or references to the type of resources.
- 4.1-5 Good to excellent amount of resources found for the content areas to use to implement a plan for faith formation. Diverse resources used such as community, people, print, and/or digital resources. URL links or references to almost all the type of resources.

Evaluation of Resources: The student(s) will determine a set of evaluation standards and explain why these evaluation standards were used to review the types of resources for faith formation. **1 2 3 4 5 x5=**

- 1-2 Not a clear rationale and explanation/narrative for the set of evaluation standards to review the types of resources for faith formation.
- 3-4 Somewhat to clear rationale and explanation/narrative for the set of evaluation standards to review the types of resources for faith formation.
- 4.1-5 Excellent and clear rationale and explanation/narrative for the set of evaluation standards to review the types of resources for faith formation.

Professional Format: The student(s) presented the assignment in a professional way where there was various use of images, diagrams, tables, figures, bullet points, and so on to communicate the easy use of the resources. **1 2 3 4 5 x4=**

- 1-2 Too much paragraphs/words and not enough various use of images, diagrams, tables, figures, bullet point, and so on. Difficult to follow.
- 3-4 Somewhat to good balance of paragraph/words and the use of images, diagrams, tables, figures, bullet point, and so on. Somewhat easy to easy to follow.
- 4.1-5 Excellent balance of paragraph/words and the use of images, diagrams, tables, figures, bullet point, and so on. Easy to follow.

Grammar and Spelling: Writing is clear and effective communicating central ideas. **1 2 3 4 5 x1=**

- 1-2 Proofread please or get someone to help! Too many errors that slow down the reading. Did not really follow APA or Chicago format.
- 3-4 Still some errors, or errors in significant spots, that detract from your meaning. Somewhat followed APA or Chicago format.
- 4.1-5 Either the piece is error-free, or you have a few tiny errors that can be easily corrected. Followed APA or Chicago format.

Attendance

Learners are expected to attend all classes consistently and punctually and participate in all discussions. Unexcused absences will negatively affect not only your comprehension of course content but also your grade. If you miss a class, it is your responsibility to borrow notes from a fellow learner, to acquire any handouts, and to discover whether any changes were made to the syllabus. There is a deduction for unjustified absenteeism. The deductions are as follows:

- No deduction for missing 1 class.
- 10% deduction off final grade for missing 2 classes.
- 15% deduction off final grade for missing 3 classes.
- Automatic fail for missing 4 or more classes.

Grade Summary

The available letters for course grades are as follows:

A+	Mastery +	96-100%	Outstanding- Expands the space of the possible for learning outcomes
A	Mastery	91-95%	Consistently demonstrates exemplary performance of all learning outcomes
A-	Mastery	87-90%	Exemplary performance of most learning outcomes and strong performance of all learning outcomes
B+	Progressing	78-86%	Strong performance of learning outcomes
B to B-	Emerging	70-77%	Basic performance of learning outcomes
C+ to C	Beginning	63-69%	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Below 50-62%	Cannot demonstrate performance of learning outcomes

Assessment achievement criteria description:

A+ (Mastery +): The task has been taken up with complexity, drawing on research, experience, dialogue and conversations with peers and colleagues and demonstrates these various contributions from the past two years of course work. The content of the task demonstrates an insightful vision of self and culture. There are significant examples of opportunities and resources, with particular attention to the practices a teacher takes up to foster success in its various iterations. There is evidence of critical questioning of the practices, theories and student experiences in classrooms from multiple perspectives. Where applicable, creativity in thinking is evident, and where necessary attention to detail results in comprehensive plans/resources/communication. Exemplary work does require a significant investment from the student, which is evident in the presentation of the assignment, self-directed research to inform practice, and evidence of working beyond class material and conversations and a willing to ask transformational questions while exploring possible solutions.

A (Mastery): The task has been taken up in a thoughtful and engaging way that demonstrates a strong understanding of the research, one's own experience, dialogue with peers and colleagues, and demonstrates a layered synthesis of knowledge of course content. Examples are accurate and rooted in research and are clearly articulated. Where applicable, creativity and original ideas are included, and where necessary attention to detail and fulfilling requirements are complete. Theories, teacher practices, and beliefs are explored in a nuanced way that demonstrate a willingness to critically examine student experiences in one's classroom.

A- (Mastery): Indicates that the student attends to the requirements of the assignment, includes research and experience to inform content, and shows evidence of drawing together multiple resources in the work. All outcomes have been met and most are completed very well. There is evidence of critical thinking and the exploration possible tensions between theory, practice, and personally-held beliefs and their impact on all students.

B+ (Progressing): The task fulfills the requirements of the assignment. Content discussed in class is included, with adequate engagement with various perspectives or resources. The connections being made to learning reflect common inclusive practices but are limited to prior experiences and personally-held beliefs with little engagement of theory, critical reflection and exploration of the impact on students. The assignments contain ideas that are reproductions of observations that with some critical thinking or creativity.

B to B- (Emerging): The task fulfills the requirements of the assignment but does so on a superficial level. Content discussed is included, but there is minimal engagement with various perspectives or resources. The connections being made to course content are superficial and lack meaning in inclusive practices. The assignments contain ideas that are reproductions of observations that lack critical thinking or creativity. Adequate evidence of outcomes indicates limited connections between the course content or to one's own experience.

Cs or lower (Beginning): the task has significant areas that are either incomplete, missing, or inaccurate. There is little to no reference to research, experience, or to course content. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires.

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.

Submission of Assignments

All assignments are due electronically via Moodle on the date specified. Please use a standard file format, MS Word (.doc or .docx) when uploading your document.

I grant extensions infrequently and only when circumstances outside the learner's control will prevent the punctual submission of an assignment. However, if you have concerns about your assignment or the due date, please talk to me in advance. Please note that technical problems do not provide sufficient grounds for an extension: students should keep back-up copies of all assignments (digital, hard copy, or both) during composition and after submission.

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.

Withdrawal From A Course

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. 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.