

Course ID:	Course Title:	Winter 2021
PT 610	The Theology & Practice of Pastoral Care	Prerequisite: PT 501 or Undergraduate in Theology
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Rev. Arch Wong, D.Min., Ph.D.	First day of classes:	Mon, Jan 11
Days:	Tuesdays	Email:	awong@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 24
Time:	3:15-6:15 PM	Phone:	403-410-2909	Last day to request revised final exam:	Mon, Mar 8
Room:	RE 112	Office:	L 2081	Last day to withdraw from course:	Fri, Mar 19
Lab/Tutorial:	N/A	Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, Mar 29
Final Exam:	No Final Exam			Last day of classes:	Fri, Apr 16

Course Description

This course introduces the student to the ministry of “care of souls.” Aspects of congregational care and ministry are explored. Students will begin to develop specific care-giving skills.

Expected Learning Outcomes

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

1. Develop a theology of pastoral care that is rooted in Scripture, social science theories, and current practices.
2. Build and sustain pastoral care within Christian community, and some basic skill and strategies for implementation.
3. Comprehend pastoral well-being and its connection to pastoral care.

Textbooks

Baab, Lynn (2018). *Nurturing hope: Christian pastoral care in the twenty-first century*. Minneapolis, MN: Fortress Press.

FIRO-B Inventory (This instrument will be filled out online and approximately \$40 will be charged to your student account).

Swinton, John (2007). *Raging with compassion: Pastoral responses to the problem of evil*. Grand Rapids, MI: Eerdmans.

Course Schedule

Week	Date	Topic	Readings/Watchings	Guiding Questions	Class Requirements
1	January 12	Introduction and Review Syllabus/What is Trinitarian Ministry?			
2	January 19	A Theology of Pastoral Care and the Role of the Social Sciences	Baab, Chapters 1; Klassen article; Two TED Talks: The danger of a single story with Chimamanda Ngozi Adichie; The art of the metaphor	<ul style="list-style-type: none"> • What creative or unexpected forms of Christian pastoral care have you observed? In what ways do you think they work well or do not work well? • How does culture influence our theology of pastoral care and our practice of pastoral care, especially around narrative? • What role does narratives play in pastoral care processes in intercultural communities? 	Discussion post due by Thursday, January 14 th ; response due by Saturday January 16 th .
3	January 26	Knowing Yourself and Pastoral Care	van Beek article; Park article; TED Talk: Pico Iyer: Where is Home?; Caroline Casey: Looking Past Limits; Introduction to FIRO-B	<ul style="list-style-type: none"> • When you think about pastoral dispositions, how would you describe a pastoral person in respect to care-giving? Why? • How might your worldview, identity, and sense of belonging evidenced in your pastoral practice? 	Fill out the FIRO B assessment before class. Discussion post due by Thursday, January 21 st ; response due by Saturday January 23 rd .
4	February 2	No class lecture but two assignments: FIRO-B reflection paper and book review			FIRBO-B reflection paper due on Tuesday February 2 nd . Book Review is due by Friday February 5 th .
5	February 9	Suffering and Pastoral Care; Guest: Prof. Mark Buchanan	TBA		TBA
6	February 16	No class: Reading Week			

7	February 23	Pastoral Care and the Brain	Hogue article; Bingaman article (2011); Watch 5 short videos by Sarah Lane Ritchie on YouTube clicking here ;	<ul style="list-style-type: none"> • How might you see neuroscience be helpful or not to pastoral care? • Has brain science undermined the validity of religious beliefs? Have we effectively explained God away? Explain. 	Discussion post due by Thursday, February 11 th ; response due by Saturday February 13 th .
8	March 2	Grief and Growth/Death and Dying/Resilience	Buglass article; Kelley and Chan article; Klass and Chow article	<ul style="list-style-type: none"> • How do you see the theories of grief and bereavement be helpful in a ministry context? • How can we develop cultural competency in our grief ministry? 	Discussion post due by Thursday, February 25 th ; response due by Saturday February 27 th .
9	March 9	Clergy Sexual Abuse and Pastoral Care and Response	Chaves and Garland article; Garland and Argueta article	<ul style="list-style-type: none"> • From your perspective, what are the social systemic conditions that allow clergy sexual misconduct to occur? • How do you see pastoral care for those who have been sexually abused? 	Discussion post due by Thursday, March 4 th ; response due by Saturday March 6 th . The research paper is due by March 9 th .
10	March 16	Trauma and Pastoral Care	Watch Wang Video by clicking here .	<ul style="list-style-type: none"> • Is it possible for individuals to be profoundly emotionally hurt/traumatized by churches? If so, what does this look like and why does this occur? • Is there something about the overall culture of some local congregations that is fundamentally neglectful, or at odds with the unique needs of trauma survivors? 	Discussion post due by Thursday, March 11 th ; response due by Saturday March 13 th .
11	March 23	Mental Health and Pastoral Care; Guest: Dr. Alex Sanderson	TBA		TBA
12	March 30	Well-Being of the Pastoral Caregiver/Stress	Baab, Chapters 10-11; Bloom's article; Hough et.al. article	<ul style="list-style-type: none"> • From the readings, how might you enact Sabbath and/or other spiritual disciplines in 	Discussion post due by Thursday, March 25 th ; response due by Saturday March 27 th .

				<p>your own pastoral practices?</p> <ul style="list-style-type: none"> • From the Baab chapters, list the habits and rhythms that undergird resilience for you. Ponder how to amplify and nurture those habits. What new rhythms would you like to consider adopting? • How do you see the relationship between well-being and friendship? What might this say about pastoral isolation? 	
13	April 6	Listening Skills	Baab, Chapter 9; Short video by Brene Brown click here and What is Empathy? click here .	<ul style="list-style-type: none"> • What are the situations where silence is most difficult for you in conversations? Do you have ideas about why that is the case? • What are the biggest obstacles for you as you try to empathize? How have you tried to overcome them? 	Discussion post due by Thursday, April 1 st ; response due by Saturday April 3 rd .
14	April 13	Pastoral Care and Cultural Diversity/ Wrap-Up; Student Course Evaluations	Baab, Chapter 5	<ul style="list-style-type: none"> • Have you seen increased diversity in your congregation or wider community? What kinds of diversity? What challenges in pastoral care have you seen that arise from it? How have you seen pastoral care meet those challenges? • In what ways have you seen listen makes a difference in relationships across ethnicities or other boundaries? What do you find hardest when you listen to someone 	<p>Discussion post due by Thursday, April 8th; response due by Saturday April 10th.</p> <p>The Pastoral Care Training Manual is due by April 14th.</p>

Note: Instructor may change topics at his discretion

Requirements

Learners are expected to prepare before class by reading and reflecting/writing upon the required readings/watchings assigned for the assigned session posted on Moodle (when applicable).

Discussion Forum (30%)

Rationale:

Your participation is expected for a passing grade. This will also be one of the places where you are held accountable for the reading and viewing tasks. Posts should be between 300-600 words in length and Responses from 200-500 words in length. Please practice writing succinctly.

Instructions:

Complete the assigned reading, viewing and project tasks for each week that is assigned. You are then required to complete the discussion tasks online as outlined in Moodle. You are required to post your own response once a week, and respond to at least one other participant's post, to support or encourage a deeper level of thinking about a perspective or lens in a respectful and manner becoming of a learning environment. In each of your personal posts and responses, cite sources (e.g. books or articles) and other possible resources (e.g. YouTube, TED talks, websites) to further develop thinking and engagement of your peers. [Please read *Soliciting Feedback and Praise before you do the Discussion Forum*](#) found in Moodle.

Each week that is assigned, **select one** of two or three possible guiding questions as your topic and post your thinking, musings and wonderings about that specific topic, with evidence and support (citations) for your ideations.

Each week that is assigned, as you respond to at least one of your peers, know that you need to be supportive, but you can also challenge a perspective with care and respect. When someone responds to your post, reciprocate with by respond to that response: engage in questioning, explaining, and defending of your thinking, perspective and ideation.

Each week, the expectation is for you to respond to a different peer. Each week that is assigned, you will post by Thursday at 3:00 PM (MT) and respond by Saturday at 3:00 PM (MT).

Protocol for posting and contributing

- Refer to the readings – please back up opinions and personal experiences with cited relevant literature and course materials.
- Be respectful to one another and use each other's names to build a caring and meaningful online presence.
- Post in a timely manner so that the entire community of learners has access to your ideas and contributions. Also, always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse.
- Be aware of grammar and sentence mechanics. In other words, I don't want to see anyone writing "R U" instead of "are you." There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile ☺ is welcome, anything offensive is not.

- Stick to the work length.
- Connect to the week's readings and your own experience.
- Respond to each response to your individual post.
- Respond to a different peer's post each week.
- Always think before you write. In other words, without the use of non-verbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
- Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
- I will let you know if you have violated any of these netiquette protocols.

Due Dates:

Posts: are due on Thursdays by 3:00 PM (MT) on: January 14, 21; February 11, 25; March 4, 11, 25; April 1, and 8.

Responses: are due on Saturdays by 3:00 PM (MT) on: January 16, 23; February 13, 27,; March 6, 13, 27; April 3 and 10.

Assessment Criteria:

Performance Guidelines and Expectations

The Online Discussion Board Posts will be submitted electronically weekly. Weighing: 30%

Criteria	Exemplary	Acceptable	Needs Improvement
Response to and comprehension of content (7%)	Provocative, critical, depth of thought and reasoning is obvious, connects theory and practice/opinion/experience.	Posts have personal insights and connections to personal experiences and observations, with some connections to the week's readings, videos, concepts.	Response is off topic and unconnected to theme of the week or the readings, videos, or concepts of the week.
Relevance and contribution to learning (7%)	Consistently brings assigned readings into discussion and constructively references (cites) current and previous course materials into connections; and prompts further reflections or contributions for others; interacts with at least one different peer each week.	Post comments are relevant to the topic which connect to assigned readings, while making connections to the posts of others; and interacts with at least one different peer each week.	Attempts to make connections between readings, experiences and previous course conceptions/ideaions; and response is general (limited personal reflection) with limited or no connections to peer posts.
Engagement with peers and personal voice (7%)	Extends the conversation with an alternative perspective, feedback to further learning, and/or additional ideas and resources to consider moving forward; and positively expresses one's own observations, feelings, needs	Response to a post by a peer, connecting post and response with a personal connection and perspective related to the weeks theme, and/or textbook; and articulates a view with one's own personal values: demonstrating understanding	No response to peers or partially crafted responses. Response does not add to the conversation or move thinking forward, providing no insights; and is able to only express self (views, ideaions, connections) through negative terms.

	and encourages others: modeling genuine respect of others.	of others perspectives/experiences.	
Care (Length, Grammar and Spelling, Clarity, Responsibly cited; 7%)	Posts are composed, organized, succinct, with proper grammatical structures and spelling. Citations to reference readings, resources and learning support ideas and rationale for post/response.	Posts are complete, using proper grammatical structures and spelling making references to textbook, personal experiences, surfacing of new questions/wonderings.	Posts are incomplete or missing proper grammatical structures, with spelling errors. No citations are used to connect weeks readings, videos, or concepts/themes.
Completion (7%)	All posts are completed as required in a timely manner.	Posts are completed.	Posts are not completed in a timely manner.

Book Review (10%)

There will be one book review. Carefully read *Raging with compassion: Pastoral responses to the problem of evil*. The book review should be no longer than 800 words (single space; 12 points, Times New Roman). The book review **is due by February 5th** and 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 format.

Due Dates:

Friday February 5, 2021 at 6:00 PM (MT)

Assessment Criteria:

Performance Guidelines and Expectations

The book review will be an electronically submitted paper, no later than Friday February 5, 2021 at 6:00 PM (MT).
Weighing: 10%.

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.

Formative Assessment (5%)

From time to time during the course, there will be pop quizzes, short opinion pieces, worksheets to be submitted during or after a class, short exercises, and so on that will assess knowledge and engagement with the course materials. Be prepared to engage with the course knowledge!

Research Paper (25%)

Write a 1200 to 1500-word research paper (double space; 12 points, Times New Roman) exploring and integrating the biblical, theological, social sciences, and practical dimensions of a single aspect of spiritual care (grief and loss, marriage issues, gender issues, sexual issues, depression, addiction, mental health, spiritual direction, hospital visitation, care for vulnerable people, etc.). Show integration of lectures (when applicable), readings, and the pastoral/professional and academic literature (books and articles, and reliable websites). You may write this paper by yourself or as part of a group. If you choose to write the paper as a group, all members of the group will receive the same grade for the completed assignment, with no exceptions. All papers should be peer-edited and revised before turned in for grading. Please use APA format. The research paper is due by **March 9th** and the scoring rubric will be on Moodle.

Due Dates:

Tuesday March 9, 2021 at 6:00 PM (MT)

Assessment Criteria:

Performance Guidelines and Expectations

The research paper will be an electronically submitted paper, no later than Tuesday March 9, 2021. Weighing: 25%.

Theory, Method, and Data: Correctly employs and present theories, concepts, and empirical research. The student demonstrates the use of lectures (when applicable), readings, and the pastoral/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 5=**

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

Analysis and Integration: The research paper extend past summarizing research/theory, and clearly analyze and integrate, the research/theory using a biblical/theological, social sciences, and practical frameworks. **1 2 3 4 5 x 5=**

- 1-2 Little to no connection made to the development of thought in terms of analyzing and integrating the theory/research using a biblical/theological, social sciences, and practical frameworks.
- 3-4 Some of the research paper demonstrates a balance in summarizing and describing theory/research and analysis and integration using a biblical/theological, social sciences, and practical frameworks.
- 4.1-5 The majority of the research paper demonstrates a balance in summarizing and describing theory/research and analysis and integration using a biblical/theological, social sciences, and practical frameworks.

Discussion and Application: Able to discuss and apply findings for ministry or for the church or the particular context of the research. **1 2 3 4 5 x 5=**

- 1-2 Little or no discussion of the interpretation and significance of the findings and application for ministry or for the church or the particular context of the research.
- 3-4 Good discussion of the interpretation and significance of the findings and application for ministry or for the church or the particular context of the research.
- 4.1-5 A thorough discussion of the interpretation and significance of the findings and application for ministry or for the church or the particular context of the research.

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

- 1-2 Adequately limited central thesis; details/synthesis may be repetitious or absent altogether; sentences/paragraphs rarely, if ever, flow logically together
- 3-4 Clear central thesis; appropriate details/synthesis most of the time; sentences/paragraph generally flow logically together.
- 4.1-5 Clearly states central thesis and purpose of paper; each sentence/paragraph logically leads to the next; carefully selected details which support general statements and central thesis.

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 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 format.

Pastoral Care Training Manual (30%)

A training manual on pastoral care will be developed from sources from the course and from the academic and professional literature (books and articles) or reliable sources found on websites. The pastoral care training manual is to be used to train others in pastoral care in a church or other ministry context. Although the pastoral care training manual 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. The topics to be covered in the pastoral care training manual is up to the learner based on the particular ministry context. 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. Please use APA format. The pastoral care training manual **is due by April 14th** and the scoring rubric will be on Moodle.

Due Dates:

Thursday April 14, 2021 at 6:00 PM (MT)

Assessment Criteria:

Performance Guidelines and Expectations

The pastoral care manual will be an electronically submitted paper, no later than Thursday April 8, 2021 at 6:00 PM (MT). Weighing: 30%.

Content

- 1-2 The pastoral care training manual gave a brief and minimal explanation of the contextual use of the training manual. The topics covered in the training manual were chosen poorly based on the ministry context. Poor to satisfactory layout of the topic contents with short narratives/explanation.

- 3-4 The pastoral care training manual gave a brief and good explanation of the contextual use of the training manual. The topics covered in the training manual were chosen adequately based on the ministry context. Good layout of the topic contents with short narratives/explanation.
- 4.1-5 The pastoral care training manual gave a brief and excellent explanation of the contextual use of the training manual. The topics covered in the training manual were chosen well based on the ministry context. Excellent layout of the topic contents with short narratives/explanation. **1 2 3 4 5 x6=**

Use of Sources

- 1-2 Little to no use the use of course materials, professional and academic literature found in books, journals and/or sources found on reliable websites are used.
- 3-4 The pastoral care training manual demonstrates somewhat to good use of course materials, professional and academic literature found in books, journals and/or sources found on reliable websites.
- 4.1-5 The pastoral care training manual demonstrates well the use of course materials, professional and academic literature found in books, journals and/or sources found on reliable websites. **1 2 3 4 5 x6=**

Design and Organization

- 1-2 The pastoral care manual does not look professional. Minimal use of images, diagrams, tables, appropriate use of bullet point, and so on. Difficult to follow and no focus. No apparent deliberate organization.
- 3-4 The pastoral care training manual has a somewhat professional look and feel to it. Good use of images, diagrams, tables, appropriate use of bullet point, Table of Contents, and so on. The training manual has a clear pattern of development in organization. General focus and coherence, logical sequence of topics/ideas.
- 4.1-5 The pastoral care training manual has a professional look and feel to it. Excellent use of images, diagrams, tables, appropriate use of bullet point, Table of Contents, and so on. The training manual is elegant and logically arranged and easy to use and follow. **1 2 3 4 5 x6=**

Grammar, Spelling, and Format

- 1-2 Proofread please or get someone to help! Too many errors that slow down the reading. Did not really follow APA/Turabian format.
- 3-4 Still some errors, or errors in significant spots, that detract from your meaning. Somewhat followed APA/Turabian format.
- 4.1-5 Either the piece is error-free, or you have a few tiny errors that can be easily corrected. Followed APA/Turabian format. **1 2 3 4 5 x2=**

Attendance

Learners are expected to attend all classes consistently and punctually and participate in all discussion forums. 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 Academic Policies

Communication

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

Registration

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

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting

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

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

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another

institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

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

Extensions

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

Appeal of Grade

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

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is

academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

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.