

Course ID:	Course Title:	Fall 2020
PT 710 OL	Ministry Values and Practice	Prerequisite: PT 501 or TH 501
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online (Asynchronous)	Instructor:	Rev. Arch Wong, DMin, PhD	First day of classes:	Wed, Sept 9
Days:	Instruction: Sept 9-Nov 8, 2020 and (some) Assignment Completion: Nov 9-Dec 14, 2020	Email:	awong@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 20
Time:	N/A	Phone:	403-410-2909	Last day to request revised final exam:	Mon, Nov 2
Room:	N/A	Office:	L 2081	Last day to withdraw from course:	Fri, Nov 20
Lab/Tutorial:	N/A	Office Hours:	Tuesdays 2:30-3:30 PM or by appointment	Last day to apply for coursework extension:	Mon, Nov 23
Final Exam:	No Final Exam			Last day of classes:	Mon, Dec 14

Course Description

This course provides the opportunity for learners to examine their beliefs concerning ministry and the practice of ministry as reflective-practitioners. The formation of a reflective-practitioner in ministry includes: 1) the integration of spiritual formation and the working out of continual calling; 2) the development of basic research skills and methods necessary for theological reflection and understanding in ministerial settings; and 3) the practice of spiritual disciplines (well-being practices). This course is a prerequisite for Internship or Ministry Coaching.

Expected Learning Outcomes

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

1. Create a personal philosophy of ministry for a ministry context;
2. Use qualitative research methodologies from the social sciences as a way to think about ministry practice;
3. Value and practice a well-being practice to see its significance for self-care.

Textbooks

Braun, V. & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. Los Angeles: Sage.

Swinton, J. & Mowat, H. (2006). *Practical theology and qualitative research*. (2nd ed.). London: SCM Press.

Optional Textbook

Blodgett, B. (2011). *Becoming the pastor you hope to be: Four practices for improving ministry*. Virginia: Alban Institute.

Course Schedule

September 9-October 2	Introduction and Developing a Personal Philosophy of Ministry
October 3-27 (Qualitative Methodology); October 30-December 10 (Micro-Project Research Paper)	Learning and Using Qualitative Research Tools from the Social Sciences for Ministry
October 31-November 16	Well-being Practices

Requirements

Biographical Animoto (5%)

Purpose: An introduction is often your best chance to establish yourself as a distinct individual with something unique to offer the world. Most people default to the standard, “Hi my name is ... I live in . . . I work at. . .”. For this assignment, you will move beyond such a typical introduction and create a one minute and thirty seconds (minimum) animoto about you. (go to animoto.com and see the tutorial under resources on e-Learn or <http://help.animoto.com/entries/415073>). You will also write a paragraph to accompany the video. While a resume is a professional document consider how an animoto can be an innovative way of conveying the same information. What sort of audience would prefer this format? If you have done the animoto in a previous class, you may update it.

Instructions:

Step 1: Start by establishing the absolute essential information you think should be included when introducing yourself to others. Obviously, your full name is important, but you may also include your age, your field of study, ethnicity, home town, hobbies, some details of past experience, accomplishments and future goals, etc.

Step 2: For this assignment you must consider appropriate images and music that will highlight essential information about you while maintaining a professional look. Draft a few ideas, sort through your photographs or google images and arrange the “story.”

Step 3: Write the text that highlights the images and/or helps put them in the proper frame.

Step 4: Select the music that best reflects the image of yourself that you want to send out to the world. You could always select the music first and let the rhythm and lyrics guide your story.

Submission guidelines: Post your biographical animoto and paragraph to the Introduction Forum by 9:00 pm, September 12th. Once you have finished your biographical animoto, copy the URL address and click the links button. Next, go to Moodle under the Introduction Forum labelled and click the “add a new discussion topic” button. The subject line must be filled out and in the Message section paste the URL link and highlight it. Click the Insert/edit link button. Also, in the Message section put the paragraph about yourself. Click the Post to forum button. You must watch all the animotos and respond to at least three other animotos (not the instructors) by 9:00 pm, September 15th. Your responses should be thoughtful, constructive and more than one sentence. Comment on similarities, differences, enquiries, wonderings? Your name must appear in the discussion forum subject line. The assessment rubric is also posted on Moodle.

Assessment: Original post: Clarity 1pt, Organization 1pt, Style & Mechanics 1pt = 3pts

Three responses: 1pt for thoughtful, respectful responses, Style & Mechanics 1pt = 2pts

Go to www.animoto.com/ and sign up for an account. To learn how to create an Animoto go to: <https://animoto.com/resources/tutorials/how-to-create-a-video-in-animoto>.

You can find a sample student animoto at: <http://animoto.com/play/qVdu2nz84TU0Ts94XSPpfw>. Also, I have put a link on Moodle to my biographical Animoto.

Personal Philosophy of Ministry (30%)

A personal philosophy of ministry has three components: purpose, core values, and vision. In this assignment you will submit a one page personal philosophy of ministry that has three sections (purpose, core values, and vision) plus a 4-5 pages (12 point font, double spaced) commentary/explanation about your philosophy of ministry that will be submitted to me by October 2nd. In order to create this one page personal philosophy of ministry there are three parts/stages to the assignment that will involve reflection, feedback from others, and completion of guided questions/worksheets.

Part 1: Timeline of your life- The timeline will show you where you have been. You will work through a recorded Adobe Presenter slide show called *Creating a Timeline* which is posted on Moodle (Module 1). You will create this timeline in a Word Excel spreadsheet. I have posted my own timeline as an example of what I am looking for (please keep this confidential and do not share with others). The scoring rubric for this assignment is also posted on Moodle. Your electronic timeline is due by 11:55 pm, September 20th (15%).

Part 2: Biblical Purpose and Values (start immediately after Stage 1)

- Knowing your biblical purpose and values will answer the question: where am I going? You will work through a recorded Adobe Presenter slide show called *Biblical purpose and values* which is posted on Moodle (Module 1B). The first part of the Adobe Presenter slide show will focus on biblical purpose. When you get to the Worksheet Exercise slide, you will fill out the Biblical Reflection worksheet (posted on Moodle, Module 1B). Next, you will create a draft of a purpose statement that is about a paragraph in length using the filled out Biblical Reflection worksheet and your timeline as references.
- Finish listening to the Adobe Presenter slide show that covers values. Based on the Adobe Presenter slides, you will identify and list 6-8 values with one or two sentence explanation. Use the lessons section of your timeline to help with identifying the values (Note: there is nothing that needs to be submitted).

Part 3: Vision- Is what God wants to accomplish through you for His glory. You will work through a recorded Adobe Presenter slide show called *Vision and putting it all together* which is posted on Moodle (Module 1B). You will create a vision statement based on the materials from the slide show. You should have a draft of the biblical purpose, values, and vision statements done by September 26th. With your draft of the biblical purpose statement, values, and vision finished, you will be put into a small group with other learners and receive feedback. Post your biblical purpose, values, and vision statement drafts on the Feedback Forum section of Moodle (Module 1B) by September 28th. In the Feedback Forum section of Moodle, each person will give feedback to the other members of the group that is thoughtful, constructive and more than one sentence by September 28th (before you give feedback, please read Chapter 1 (pages 9-33) from Blogett's book, *Becoming the Pastor You Hope To Be*).

Guiding Questions for those giving feedback (pick 2 or 3 of these questions):

1. What do you like about it?
2. What needs greater work?

3. Is it bigger than you?
4. In what ways do you think it engages in the person's passion?
5. Does it intersect every area of the person's life?
6. In what ways do you see the person accomplishing the vision?

Once you have considered the feedback from your small group, the last section of the Adobe Presenter slide show (*Vision and putting it all together*) will walk you through a step by step process in creating the one-page personal philosophy of ministry and the 4-5 page commentary/explanation (12 point font, double space) of how personal philosophy of ministry (biblical purpose, core values, and vision) is all connected together. In other words, what is the relationship between biblical purpose and core values, and what is the relationship between core values and vision to make up the personal philosophy of ministry. The one-page personal philosophy of ministry and the 4-5 page commentary/explanation of the personal philosophy of ministry is due by 11:55 pm, October 2nd (15%).

Specific Instructions for the 4-5 page Commentary/Explanation:

- Explain how personal philosophy of ministry (biblical purpose, core values, and vision) is all connected together. In other words, what is the relationship between biblical purpose and core values, and what is the relationship between core values and vision.
- Describe how you might want to use this philosophy of ministry.
- Describe how you might enact your core values.
- Describe the possible situations or environments in which you think you can use this philosophy of ministry.

Qualitative Methodology: Group Task, Paper, and Presentation (25%)

Understanding research within the field of practical theology is often both personal and collaborative. The group task is to develop some awareness and understanding of a particular methodological strategy in a relatively short period of time. Group work is used to develop concise, supported statements on major methodological approaches and to present such statements visually and in writing so that the strategy or approach is understandable to others. Learners will be assessed on this task in a number of ways as follows: their contributions to selection of appropriate articles for review, the clarity and comprehension of their précis, and their contribution to group discussions and to the construction of the group paper and video presentation. Quality will be assessed in terms of the depth of engagement of the ideas that underlie the methodological strategy, the clarity of their description, and the video presentation to class members.

Process

Qualitative Methodology Group: Learners will be put into a small group by the instructor and take one of the methodological approaches assigned by the instructor. More specifically, I will ask each group to give me their ranking and then make a decision on the methodology. I would strongly suggest that each group quickly do a Google search of each methodology before submitting its ranking; also the learner might want to use the same methodology for the Micro Qualitative Research Paper (see below):

1. Ethnography
2. Appreciative Inquiry
3. Action Research
4. Grounded Theory

Also, choose a group leader whose main responsibilities will be to liaise with the instructor and set up group meeting times (extra 5% will be given to be the group leader).

Group Task: Prepare paper and presentation that demonstrate understanding of the methodology both theoretically and practically and which contribute to the professional development of others in the course.

Group Process:

- Each group will select 10 key articles (i.e. from books or journals) for review and prepares a précis (1-2 pages, 12 point font, double space) for critical discussion and appraisal by the group (Sample of a précis is found in Moodle. Each group will decide how many articles, book chapters, or reliable websites that each member will review and prepare).
- Group members organize their reviewing time so that articles, book chapters, or websites are discussed and selected materials are marshaled into a paper and recorded video presentation.
- Each group paper (10-13 pages, 12 point font, double space) should include, as a minimum, references to the précis article, book chapter, or website and a list of references (APA, 7th ed. format). All précis should be collected and submitted with the group paper in a separate file.
- The Recorded Video Presentations can be based on the group paper but should include a summarized and creatively expressed rendition of the substance of the methodology.
- In sharing materials, I would suggest that the group use googledocs or dropbox and use Zoom to communicate effectively.

How might this group process look practically:

- October 5-11: I would strongly encourage you to engage with one another using Zoom. Each group selects 10 key articles (e-journal articles by searching the Ambrose electronic database) or book chapters or reliable website; each person will write up 2-4 précis for review and prepares a précis (1-2 pages, 12 point font, double space) for each key article, book chapter, or website for critical discussion and appraisal by the group.
 - I will provide a sample of précis (Agar) on Moodle.
 - I will post a reference list on Moodle and also use e-journal articles.
 - You somehow need to communicate with each other which author you are writing a précis on so there isn't any duplication (I suggest emailing each other and working it out if there is a conflict; might want to send each other completed précis and then post it on googledocs or dropbox).
 - You might need other times during the week to meet and it is up to the group to decide. Please be flexible.
- October 12-18: I would strongly encourage you to engage with one another using Zoom. Group members organize their reviewing time so that articles, book chapters, and reliable websites are discussed and selected materials are marshaled into a paper and video presentation.
 - I suggest that the group review the materials that each other has written (give a copy to other members) and get a sense/understanding of what the methodology is.
 - During your meeting times you also need to discuss the group paper and how you might want to do this (suggestion: different people do different sections) and need to discuss and decide how to give the video presentation (it will be recorded and posted on Moodle)
 - You might need other times during the week to meet and it is up to the group to decide. Please be flexible.

Details about the Group Recorded Video Presentation: Each group will record and post their recorded video presentation of their methodological approach by October 23rd (10%). The Recorded Video Presentations should demonstrate a reasonably comprehensive picture of the methodology (given obvious limitations). The Recorded Video Presentation should be approximately 15 minutes in length. Each group is encouraged to be creative and will be graded on their ability to (a) fulfill the requirements below (core points); (b) communicate things logically and coherently from beginning to end; and (c) creatively and confidently communicate ideas throughout. The following core points should be addressed in the recorded video:

- Historical background (brief)
- Key ideas or core conceptual framework of the methodology
- Why and when to use the methodology (context) or distinguishing characteristics of the methodology
- Steps or processes to using the methodology (This is how to practically use the methodology)
- Key references (articles/books) or authors

The Group Recorded Video Presentation is due on October 23rd by 9:00 PM (MT). It is expected that the other groups will watch the presentation. To be clear, I'm not looking for a professional recorded video presentation, but one that is creative and addresses the core points. I would suggest that you post your Recorded Video Presentation on YouTube and provide a URL link to be posted in Moodle. To create an account in YouTube go to:

https://accounts.google.com/signin/v2/identifier?service=youtube&uilel=3&passive=true&continue=https%3A%2F%2Fwww.youtube.com%2Fsignin%3Faction_handle_signin%3Dtrue%26app%3Ddesktop%26hl%3Den%26next%3Dhttps%253A%252F%252Fwww.youtube.com%252F&hl=en&ec=65620&flowName=GlifWebSignIn&flowEntry=ServiceLogin.

Details about the Group Paper: Each group paper should contain a good synthesis of key ideas of the methodology, concisely and creatively presented with consistent and comprehensive references. The group paper should cover the following:

- Key ideas or core conceptual framework of the methodology
- Why and when to use the methodology (context) or distinguishing characteristics of the methodology
- Steps or processes to using the methodology (This is how to practically use the methodology)
- Key references

The group paper and all précis (15%) is due on October 27th by 9:00 PM (MT). Please submit/upload all the précis in one file and the group paper in another file. Each group will be required to post 3 of the best précis on Moodle on October 27th.

Micro-Project Qualitative Research Paper (25%)

This is a small scale research project (a micro-project or pilot project). The purpose of this micro-project is to provide learners with practical experience with data collection, analysis, and research writing. The learner will pick one of the methodological approaches (I would suggest you use the methodology from the Qualitative Methodology group paper or if you use another methodology watch the Group Video Presentation). There are 7 steps to the design process for the micro-project that will be followed and the steps are accompanied by the required readings found in *Successful qualitative research: A practical guide for beginners*. I would strongly suggest to read through the 7 steps and readings before beginning the micro-project and then refer to the steps and reading as you work through the data.

Steps	Process	Required Readings (I have placed the Kindle location in brackets)
1	Research Question: Must be approved by the instructor by October 30 th before moving to the next steps.	Pages 42-54 (1082-1221)
2	Sample: Because this is a micro-project, the learner will do 2-3 interviews or one focus group composing of 4-6 participants.	
3	Data Collection for Interviews or Focus Group	Interviews: Pages 77-97 (1734-2238) or Focus Group: Pages 107-129 (2428-2823)
4	Transcription from the Interviews and Focus Group	Pages 161-172 (3457-3703)
5	Coding the Data	Pages 201-213 (4353-4583)
6	Patterns in the Data	Pages 223-233 (4781-4974)
7	Interpreting the Data	Pages 248-272 (5260-5780)

The final micro-project research paper will be 12-15 pages that includes:

- An introduction to the research question investigated- This section provides a context and rationale for the research.
- A methods section- States what you did and how and why you did it. This section needs to include a number of items: briefly state how you developed the interview/focus group guides; how you prepare the data for analysis (e.g. transcribing the audio recording); how you recruited the participants; any demographic information of participants (such as age range, gender); and your own reflections on the role your values and interests played in collecting and analyzing the data.
- Findings- This section deals with analyses of the data and the themes that you found from the data
- Discussion- A discussion of the interpretation and significance of the findings that is might have for ministry or for the church or the particular context of the research.
- Conclusion

Formatting should strictly adhere to APA style (e.g., 1-inch margins, Times New Roman and 12 point font, double spaced, appropriate heading levels, etc). The scoring rubric is also posted on Moodle. I have provided a sample of a research paper on Moodle. This sample is a full research project and this assignment is a micro-project and I have not asked you to include a number of things—this should give you an idea of what is in a research project paper. The micro-project research paper is due on December 10th at 4:00 PM (MT).

After approval of the research question, I would be happy to answer any questions and/or provide feedback (both oral and/or written) for any of the steps for the micro-project. We can meet face-to-face (if you are local), Zoom, or by phone. Please send an email to me to book an appointment.

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.

Well-Being Assignment (15%)

Well-being has four dimensions: resilience, thriving, authenticity, and happiness. For two weeks you will be tracking your well-being in your daily life. Before starting this assignment, please read *Flourishing In Ministry: Clergy, Ministry Life and Wellbeing* (in Moodle).

To get started on this assignment, please do the following (you can start this assignment on October 31st):

- Download the “Work Well Research” app to your mobile device (cell phone) from the App store or Google play.
- Create an account by signing up. For the Referral Code please use: LILLY and fill out the information and follow the instructions.
- Once you have an account, you will fill out the survey (it should take about 20-25 minutes to do) to build a Wellbeing Profile
- Once you have finished the survey, the Wellbeing Profile will be in your Profile. You will see the Wellbeing Model and you will need to click each of the dimensional images to see your results for each dimension.
- When you finished the survey, you will be recommended to do three Well-Being Practices. You will choose one of the practices and work through it for two weeks. Each day the practice should take 15 minutes or less. Practices work by building your well-being in small ways that accumulate over time to big changes. This assignment is just the beginning. If the practice is not a positive experience try another one of the recommended practices.
- At the end of the two weeks you will be asked to do a reflection paper.
- Feel free to explore the app to see the resources for well-being or the website at: <https://workwellresearch.org/research-projects/improve-your-wellbeing>.

Details about the Well- Being Reflection Paper

The reflection paper (4-6 pages, 12 pts., double space) should cover the following:

- Briefly explain the well-being practice you chose and what you did.
- How has the well-being practice helped you during a bad day? How about a good day?
- Where did you notice or find God during the two weeks?
- What did you learn about yourself during the two weeks? Briefly comment from the four dimensions: happiness, resilience, thriving, and authenticity.
- What might the next steps be for you to continue to grow in your well-being?

The reflection paper is due on November 16th and the scoring rubric will be in Moodle.

Optional Book Review on Four Ministry Practices (extra 5%)

There will be an optional book review. Carefully read *Becoming the pastor you hope to be: Four practices for improving ministry*. The book review should be no longer than 800 words (single space, 12 point font). The book review is due on December 7th and the scoring rubric will be on Moodle (I have also placed a sample book review in 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.

Attendance and Netiquette Guidelines

Your attendance will be taken in the form of checking off all the items in the Checklist for each Module. The instructor will be monitoring the Checklist.

Netiquette Guidelines

Learners should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember:

1. **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.
2. **Keep it relevant.** There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions or prompts.
3. **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.
4. **Make sure that you are using appropriate grammar and structure.** 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.
5. **Treat people the same as you would face-to-face.** In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
6. **Respect the time of others.** This class is going to require you to work in groups. Learn to respect the time of others in your group and your experience will be much better. 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. The key to a successful group is organization, communication and a willingness to do what it takes to get it done.
7. I will let you know if you have violated any of these netiquette guidelines.

Grade Summary

The available letters for course grades are as follows:

A+	96-100%	Mastery: Comprehensive understanding of the subject matter
A	91-95%	

A-	87-90%	
B+	78-86%	Proficient: Well-developed understanding of subject matter
B	74-77%	
B-	70-73%	
C+	67-69%	Basic: Developing understanding of subject matter
C	63-66%	
C-	60-62%	
D+	55-59%	Minimal pass: Limited understanding of subject matter
D	50-54%	
F	below 50%	Failure: Failure to meet course requirements

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 no longer mailed out.

Submission of Assignments

All assignments are due electronically via Moodle on the date specified. Please use a standard file format, such as 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.