

Course ID:	Course Title:	Fall 2022
PT 710 OL	Ministry Values and Practice	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Rev. Arch Wong, DMin, PhD	First Day of Classes:	Sept 7, 2022
Days:	Asynchronous	Email:	awong@ambrose.edu	Last Day to Add/Drop:	Sept 18, 2022
Time:	N/A	Phone:	403-410-2909	Last Day to Withdraw:	Nov 21, 2022
Room:	N/A	Office:	L 2081		
Lab/Tutorial:	N/A	Office Hours:	By appointment	Last Day to Apply for Extension:	Nov 23, 2022
Final Exam:	No Final Exam				

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

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 practice of spiritual disciplines; (3) the development of skills and methods necessary for theological reflection and understanding professional values and practice in ministerial settings.

This course has been developed to promote asynchronous learning. The instructor and learners do NOT meet on a designated day and time each week. For each lesson/module, there is a time frame to complete all activities and assignments, and you may work at your own pace within that time frame. However, you must adhere to the due dates outlined on the syllabus.

Expected Learning Outcomes

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

1. Create a personal philosophy of ministry;
2. Use qualitative research methodologies from the social sciences as a way to think about ministry practice;
3. Value and use well-being practices or spiritual disciplines for self-care.

The expected learning outcomes are connected to the program goals in the following ways:

1. Creating a personal philosophy of ministry for a ministry context: **Fostering vocational clarity and effectiveness.**
2. Use qualitative research methodologies from the social sciences as a way to think about ministry practice: **Inspiring redemptive engagement.**
3. Value and practice a well-being practice to see its significance for self-care: **Cultivating a heart after God.**
4. Wrestling with core theological/biblical principles for ministry practice and how these principles will impact future leadership: **Nurturing theological depth and breadth.**

Required Textbooks, Apps, and Readings

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

Lincoln, T. (2021). *Qualitative research: A field manual for ministry students*. Chicago: Alta Open Press. This comes as a free e-book and can be downloaded at: <https://books.atla.com/atlapress/catalog/book/24>.

Moschella, M. & Willhauck, S. (Eds). *Qualitative research in theological education: Pedagogy in practice*. London: SCM Press.

Otter ai: <https://otter.ai>. There is a free basic version or a Pro version that will have a cost.

Any mobile recording device and/or App.

Work Well Research App.

Wood, C. & Blue, E. (2008). *Attentive to God: Thinking theologically in ministry*. Nashville: Abingdon Press.

Other readings as assigned in Moodle.

Course Schedule

Course Overview Module, Introductions Module, Modules 1 and 1b: September 7 -September 30	Introduction and Developing a Personal Philosophy of Ministry
Modules 2 and 2b: October 1-25 (Qualitative Methodology) and October 28 -December 8 (Micro-Project Research Paper)	Learning and Using Qualitative Research Tools from the Social Sciences for Ministry
Module 3: October 29-November 25	Well-being Practices/Spiritual Disciplines

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 (MT), September 10th. 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 13th. 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 a free 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 September 30th at 9:00 PM (MT). 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 9:00 pm (MT), September 18th (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 24th. 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 9:00 pm (MT), September 24th. 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 26th (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 9:00 pm (MT), September 30th (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: Methodology Review Paper (20%)

Understanding research within the field of practical theology is often both personal and collaborative. Learners will develop some awareness and understanding of a particular methodological strategy in a relatively short period of time.

In approximately 2000 to 2500-word review paper (double space; 12 points; Word document; APA or Chicago style) pick one qualitative methodology and discuss its characteristics and how it is applied. **You may write this paper by yourself or as part of a group of two or three.** 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. Choose one of the following methodologies keeping in mind that you should use the same methodology for the Micro Qualitative Research Paper (see below):

1. Ethnography
2. Appreciative Inquiry
3. Action Research

The review paper should contain a good synthesis of key ideas of the methodology, concisely and creatively presented with consistent and comprehensive references. The review paper should address and cover the following points and can be used as key sections:

- Brief historical background of the methodology
- 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)
- List 5-6 key references (such as articles) from the social sciences or from practical theology
- Based on your learning from the review paper, a one sentence research question for your Micro-Project Qualitative Research Paper.

The review paper is due on October 25th by 9:00 PM (MT). The scoring rubric for this assignment is also posted on Moodle.

Micro-Project Qualitative Research Paper (20%)

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 based on the methodology that that was chosen from the review paper. 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 28 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 (I would recommend that you use Otter ai)	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 might have for ministry or for the church or the particular context of the research.
- Conclusion

Formatting should adhere to APA or Chicago 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 8th at 5:00 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.

Well-Being or Spiritual Discipline Assignment (15%)

Please choose one of these assignments:

Well-Being Assignment

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 29th or sooner):

- 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 25th by 9:00 PM (MT) and the scoring rubric will be in Moodle.

OR

Spiritual Discipline Assignment

This year we will focus on one of the spiritual disciplines: sabbath. Before starting, there are readings that are required to be done by Mark Buchanan and Eugene Peterson (see Moodle).

The sabbath keeping assignment will be due on November 25th by 9:00 PM (MT). This assignment can begin October 29th or sooner. The student will take two sabbath days at least 7 days apart from each other. A minimum of a three-page summary of your Sabbath experience (double space, 12 point font) will be submitted describing:

- What did you do in terms of prayer and play on your Sabbath?
- What did God say to you in worship and scripture reading?
- Explanation of how the student has grown through this sabbath experience.

The scoring rubric is posted on Moodle.

Attendance and Netiquette Guidelines

This course has been developed to promote asynchronous learning. The instructor and learners do NOT meet on a designated day and time each week. For each lesson, there is a time frame to complete all activities and assignments, and you may work at your own pace within that time frame. However, you must adhere to the due dates outlined on the syllabus. You should log into the course regularly to check for updates, review lessons, and participate in activities. Further, 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.

Book Review (10%)

Carefully read *Attentive to God: Thinking theologically in ministry*. The book review should be no longer than 800 words (single space, 12 point font). The book review is due on December 5th by 9:00 PM (MT) 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.

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, 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 Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised 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.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the

Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/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.

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. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are

required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/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.