

Course ID:	Course Title:	Fall 2023
PT 710	Ministry Values and Practice	Prerequisite: PT 501 or TH 501
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	Instructor:	Rev. Arch Wong, D.Min., Ph.D.	First Day of Classes:	September 6
Days:	Wednesdays	Email:	awong@ambrose.edu	Last Day to Add/Drop:	September 17
Time:	8:00-11:00 AM	Phone:	403-410-2909	Last Day to Withdraw:	November 20
Room:	RE 112	Office:	L2081		
Final Exam:	N/A	Office Hours:	By appointment	Last Day to Apply for Extension:	

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

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.

Expected Learning Outcomes

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

1. Discern vocation direction for ministry by creating a personal philosophy of ministry and with the use of psychological assessment inventories.
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. Discern vocation direction for ministry by creating a personal philosophy of ministry and by the use of psychological assessment inventories.: **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.**

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>.

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

Psychological Assessment Inventories on Vocation (This is already paid for in student fees).

Other readings as assigned in Moodle.

Course Schedule

The course is broken down into three modules based on the three learning outcomes. In Moodle, you will find the course materials and resources based on the learning outcomes. For most weeks, the learner will be put into a Structured Reading Group (SRG) that will require you to do the readings before the class (more details below). The readings are below and/or will be posted on Moodle. Additional readings will be posted on Moodle.

Dates	Topics	Readings/Class Requirements
<i>Learning Outcome 1: Create a personal philosophy of ministry for a ministry context (Module 1)</i>		
September 6	Introduction; syllabus review; Discovering How God Has Been at Work in Your Life: Timeline	Bring three different colours of Post-It-Notes (3 inches x 3 inches)
September 13	Interpreting Your Timeline/Biblical Purpose and Values	
September 20	Discerning Vocation from a Psychological Perspective with Dr. Sharon Pham (8:00-9:15 AM)	
Vision and Putting It All Together: Personal Philosophy of Ministry		
<i>Learning Outcome 2: Apply and use qualitative research methodologies from the social sciences as a way to think about ministry practice (Module 2)</i>		
September 27	What is Ethnography?	SRG- Jigsaw Moschella, Chapters 1-6, everyone reads Chapter 1 and Jigsaw Chapters 2-6
October 4	No class- Deeper Life Day	
October 11	What is Action Research?	SRG- Jigsaw Bramer & Chapman article; Martin article; Coghlan & Brannick, Chapter 1 Koshy, Chapter 1, pp. 1-9

October 18	What is Case Study research?	SRG- Jigsaw Wood, Chapter 5; Simons Chapters 2, 3, and 7
October 25	Data Collection: Interviews or Focus Group	SRG- Jigsaw Braun & Clarke, pp. 77-97 (Interviews); Lincoln, Chapter 5 (Interviews) Braun & Clarke, pp. 107-129 (Focus Group)
November 1	Coding, Patterns, and Interpreting the Data (otter a.i.)	SRG- Jigsaw Braun & Clarke, pp. 201-213 (Coding); Braun & Clarke, pp. 223-233 (Patterns); Lincoln, Chapter 8 Braun & Clarke, pp. 248-272 (Analyzing and Interpreting) Lincoln, Chapter 9
November 8	No class- Reading Week	
<i>Learning Outcome 3: Value and use well-being practices or spiritual disciplines for self-care (Module 3)</i>		
November 15	Sabbath; Guest Instructor: Mark Buchanan	TBA- See Moodle
	How to write the Theological Reflection paper	
November 22	Prayer	SRG- Role Willard, <i>The Spirit of the Disciplines</i> , Chapter 9 (e-book at Ambrose library) Proeschold-Bell et al. article
November 29	Personal Philosophy of Well-Being Ministry and Well-Being	SRG- Roles Clarke et al. article, <i>The Well-Being and Resilience of Canadian Christian Clergy</i>
December 6	Professional Practices in Ministry: Resilience and the Important Sources for Social Support/ Wrap Up/student course evaluation	SRG- Roles Clarke et al. article, <i>Clergy Resilience: Accessing Supportive Resources to Balance the Impact of Role-Related Stress and Adversity</i>

Note: The instructor may adjust the course schedule 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).

Structured Reading Groups (25%)

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

Assessment Criteria:

Performance Guidelines and Expectations Rubric

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

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

Overall, the student prepared for class discussions.

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

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

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

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 2-3 page (single space, 12 points) commentary/explanation about your philosophy of ministry that will be submitted to me by October 8th. In order to create this one-page personal philosophy of ministry there are three stages to the assignments that will involve reflection, feedback from others, and completion of guided questions/worksheets.

Stage 1: Timeline of your life- The timeline will show you where you have been. You will create this timeline on a bristle board and post-it-notes or in a Word Excel spreadsheet or another app. 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 bristle board or electronic timeline is due **by September 21st** (15%). This is the first part of the assignment which you will be submitting.

Stage 2: Biblical Purpose and Values

- Knowing your biblical purpose and values will answer the question: where am I going? The first part of stage 2 will focus on biblical purpose by filling out the Biblical Reflection worksheet (posted on Moodle). 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.

- 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.

Stage 3: Vision- Is what God wants to accomplish through you for His glory. We will walk through in class how to create a vision statement.

Summary Assignment: This is the final part of the assignment which you will be submitting. What you will submit for this final part of the assignment (15%), is the one-page personal philosophy of ministry/calling statement and the 2-3 page commentary/explanation 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. In class, I will walk you through a step by step process in creating the one-page personal philosophy of ministry and the 2-3 page commentary/explanation of the personal philosophy of ministry which is due by **September 27th**. The scoring rubric for this assignment is also posted on Moodle.

Assessment Criteria:

Timeline Rubric (15%)

1= Weak 2= Poor 3=Satisfactory 4=Good 5= Excellent

Thought and Detail

Clarity and enough information given to understand each post-it-note of positive and painful events. Good reflection on lesson learned.

1 2 3 4 5 x6=

Organization

The naming of each stage is done appropriately and corresponds with post-it-notes. Easy to follow and transition between ideas are smooth.

1 2 3 4 5 x6=

Language and Spelling

Good, strong concrete words that makes sense and provide meaning for the reader. Honest and spelling is error free or has a few errors that can be easily corrected.

1 2 3 4 5 x5=

Overall Impression

Some effort made in terms neatness and presentation of timeline in terms of how it looks.

1 2 3 4 5 x3=

Personal Philosophy of Ministry and Commentary/Explanation Rubric (15%)

1= Weak 2= Poor 3=Satisfactory 4=Good 5= Excellent

Thought and Detail

Depth and breadth of thought, clarity, connection with the timeline, good connections with being statements such as biblical purpose, good connections with values, and

vision. Commentary is detailed and flows logically; described how the philosophy of ministry to be used, how the core values are enacted and the situation and environment in which the philosophy of ministry might be used.

1 2 3 4 5 x8=

Organization

Evidence of following what was asked and the writing reflects a central purpose. The philosophy of ministry statement and commentary is well structured and easy to follow.

1 2 3 4 5 x5=

Use of Convention

Spelling is correct, punctuation and usage and grammar adhere to accepted conventions of English language.

1 2 3 4 5 x3=

Overall Impression

Comprehensiveness and convincing, and understandable.

1 2 3 4 5 x4=

Psychological Inventory Assessments Assignment

Embedded in PT 710 as a requirement for the course and as part of each learner's overall seminary studies, the learner will complete several psychological and spiritual assessment inventories, have an one-on-one interview with a professional psychologist during the semester followed by a debriefing meeting with the professional psychologist to discuss the results from the psychological and spiritual assessment inventories (accompanied by a full report). The full report, interview, and debriefing meeting with the professional psychologist will contribute some of the materials needed to do the ***Theological Reflection Paper on Learning*** assignment that is due later in the semester. The process and purpose of this assignment will be fully explained in the September 20th class, when sign-up will be made available.

Micro-Project Qualitative Research Paper (30%)

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 discussed in class:

- Ethnography
- Case Study
- Action Research

The final micro-project research paper will be 15-20 pages (Times New Roman and 12-point font, double spaced, appropriate heading levels, etc) 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.
- Results/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 it might have for ministry or

for the church or the particular context of the research.

- Conclusion

Formatting should strictly 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. The micro-project research paper is due on **December 6th**.

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. Please send an email to me to book an appointment.

Assessment Criteria:

Introduction, Method, and Data 1 2 3 4 5 x 5=

- 1-2 Inconsistently achieved: The research question is not clear; narrative of the method is inconsistent (question guide, recruitment, preparation of data for analysis, demographic, etc.); not a coherent reflection on the role of the researcher in data collection.
- 3-4 Mostly achieved: The research question is stated somewhat clearly by providing context and rationale; good narrative of the method (question guide, recruitment, preparation of data for analysis, demographic, etc.); good and coherent reflection on the role of the researcher in data collection.
- 4.1-5 Consistently achieved: The research question is stated well by providing context and rationale; excellent narrative of the method (question guide, recruitment, preparation of data for analysis, demographic, etc.); excellent and coherent reflection on the role of the researcher in data collection.

Data Analysis 1 2 3 4 5 x 6=

- 1-2 Little or no analysis of the data via themes; the coding from the data is not clearly evident and patterns from the data not found.
- 3-4 Some parts of the assignment analyzed the data by providing the themes; the coding from the data is somewhat evident and patterns from the data somewhat found.
- 4.1-5 The majority of the assignment analyzed the data well by providing the themes; the coding from the data is strongly evident and patterns from the data found.

Discussion and Application. 1 2 3 4 5 x 4=

- 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.

Logic and Coherence. 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.

Punctuation, Spelling, and Format. 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.

Theological Reflection Paper on Learning (15%)

This assignment is a summative paper of your learning this semester. From your perspective (use 1st person) of your learning about yourself and ministry, write a minimum of 4-5 pages (Times New Roman and 12-point font, double spaced) reflection using all the following prompt questions:

1. How would you describe the type of ministering person you will be/are, based on your personal philosophy of ministry, the readings from the course, and the results from the psychological assessment inventories (full report), interview, and debriefing meeting?
2. In what way will field research help in your present/future ministry?
3. How might you implement self-care/well-being and spiritual disciplines in your practice of ministry?
4. How might you implement the learnings from this course into your ministry and personal practices?

Due Date: **December 13th**

Assessment Criteria:

Criteria	Excellent (A+ to A-)	Meets Expectations (B+)	Approaches Expectations (B to B-)	Need Improvement (C+ to F)
Depth of reflection (10 marks)	Demonstrate a conscious and thorough understanding of the prompt questions and the subject matter covered in the course. This reflection can be used as an example for other students.	Demonstrate a thoughtful understanding of the prompt questions and the subject matter covered in the course.	Demonstrate a basic understanding of the prompt writing prompt and the subject matter covered in the course.	Demonstrate little or no understanding of the prompt questions and subject matter covered in the course. This reflection needs revision.
Grounds, Claims, and	Use specific and convincing examples from the course to	Use relevant examples from the course to support claims in your	Use examples from the course to support most	No examples or incomplete examples from the

Warrants (10 marks)	support claims in your own writing, making insightful and applicable connections between course materials.	own writing, making applicable connections between course materials.	claims in your writing with some connections made between course materials.	course are used and claims made in your own writing are unsupported and irrelevant.
Language use (10 marks)	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is vague or unsuitable for the audience and purpose, with little or no awareness of sentence structure.
Conventions (5 marks)	Demonstrate control of the conventions with essentially no errors, even with sophisticated language.	Demonstrate control of the conventions, using sophisticated exhibiting occasional errors only when language.	Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.	Demonstrate little or no control of the conventions, making comprehension almost impossible.

Attendance

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

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

Grade Summary

The available letters for course grades are as follows:

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

Assessment achievement criteria description:

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

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

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

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

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

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

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Submission of Assignments

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

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

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted,

time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

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

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

Academic Integrity

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

Academic Policies

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

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

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

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

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

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.