

St. Stephen's College Faculty Handbook for Instructors



ST. STEPHEN'S COLLEGE FACULTY HANDBOOK for INSTRUCTORS

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WELCOME

In the *Faculty Handbook for Instructors* you will find much to assist you in your task of teaching and supervision, from a description of the College's grading standards to sample course outlines and guidelines for teaching courses in various formats. Such handbooks are always works in progress. If there are ways in which this Handbook could better support your work on our behalf, please contact the College. You are valued members of this College community, and an integral part of our theological education enterprise together: we wish your experience, and that of your students, to be as positive as possible.

If you have administrative questions relating to your courses or supervision, please contact the Registrar. If you have questions or concerns relating to the curriculum, students, or your role, please contact the Dean.

INTRODUCTION

St. Stephen's College extends education to people outside the reach of a traditional, campus-based program. Through a distance education philosophy and approach, the College has expended considerable energy to understand and adapt its programs, methodologies and educational principles to suit the adult learner who is working part-time or full time. Courses and models of learning have been developed to appeal to adult learners, and College courses actively seek to honour the learner's vocational experience and the particularities of the spiritual quest.

St. Stephen's College has developed an adult learning approach using a variety of modes of course delivery. In this way it has attracted a large number of students who wanted to retain their geographic location and vocational interests, but who also wanted to integrate theological exploration into their home and work.

VISION

A world where spiritual seekers of all faith traditions and worldviews transform their communities into places of greater acceptance, justice, creativity, flourishing, and hope.

MISSION

St. Stephen's College engages and equips compassionate, globally conscious learners and leaders, researchers and practitioners who integrate spirituality into their lives, communities, and professions.

VALUES

- Academic, Professional, and Spiritual **Curiosity**
- **Openness** to Self, Neighbour, and World
- Inter-Personal, Intellectual, and Practice-Based **Engagement**
- **Relationships** rooted in humility, mutual respect, and caring
- Expansive, Integrative, and Resilient **Imagination**

OPERATING PRINCIPLES

- We nurture, and open ourselves to, sacred spaces for learning and transformation by respecting and caring for one another, exploring the spiritual complexities of life together, and uncovering sacredness in all our relations.
- We foster a guided learning community that is self-directed, reflective, relevant, and which prioritizes transformational experiences.
- We work for justice, belonging, and wholeness in language and practice for all persons, respecting diversity of ability, ethnicity, faith tradition, worldview, gender identity, and sexual orientation.
- We cultivate a spiritually diverse multi-faith community that animates individuals to go deep into their own tradition and/or worldview while simultaneously and respectfully engaging the traditions and/or worldviews of their neighbours. This is enriched through our rootedness in the intercultural mandate and ecumenical heritage of the United Church of Canada.
- We uphold and commit ourselves to high standards of intellectual freedom, academic pursuit, and professional practice in teaching, research, and practice-based engagement. This complements and aligns with our longstanding affiliation with the University of Alberta.
- We nurture dialogue, open communication, and a consultative ethos among all members of the College's community.
- We honour and understand the need to be in care of one another and in care of the earth, recognizing the reciprocal relationship of our care for the earth and the earth's sustaining of us.

1.0 ST. STEPHEN'S COLLEGE COURSE SYLLABUS and COURSE POLICIES

St. Stephen's College delivers courses in a variety of methods: in-class, online, blended, mixed-presence and independent study (Appendix 1). The modes of delivery are different, but each course outline must contain the information below. Course outlines are submitted to the Registrar's Office for review prior to being distributed to students, to ensure that College policy is followed.

a. Syllabus: submit syllabus to the College **three months prior to course** for intensive week-long course; and **one month prior to course** for semester-long courses. Instructors are required to provide a course outline which must include the following:

- statement of the course objectives and general content
- how and when students have access to the instructor
- identification of all course activities, including participation and assignments, and the percentage worth of each toward the overall course mark
- due dates of any examination and course assignments
- explanation of grading system (including any reduction of grade for late assignments)
- list of required textbooks/other major course materials (texts must be current, and in print; supply ISBN).

NOTE: Any reading material you wish placed in a '**coursepack**' (articles, chapters from books, out-of-print books, etc.) must be submitted to the Registrar's Office **five months before the course start date**. Information must include: cover page (table of contents) listing all reading material in the order you want it bound, reading material in pdf format, ISBN, publisher, author. The Registrar's Office arranges for copyright permission to be obtained; arrangements are made through the University of Alberta. Students are then able to purchase the coursepacks from the University Bookstore. If you are not able to make the five-month deadline for submission of coursepack materials, copyright rules allow you to have paper articles available during your course so that students can photocopy them for their own use – but you cannot provide copies to them. Links to articles or other available online resources can be placed in your course outline. Instructors are encouraged to find reading material available freely online.

Circumstances might develop, during a course, where a change to the course outline makes sense to all concerned. Such changes shall only occur

with fair warning or general class consent.

b. Nothing in any course outline, syllabus or course website may override or contravene any College regulation. In resolving any discrepancy, College policy and regulations will take precedence.

c. Instructors should allow students a reasonable time in which to complete an assignment, bearing in mind its weight.

d. Instructors should mark and return to students with reasonable dispatch all course projects, assignments, essays, etc., provided the students submit them by the due date.

e. All projects, assignments, essays, etc. should be returned to students on or by the last day of classes in the course, with the exception of a final major assignment (which students submit on the last day of course for semester courses, and two months after the course for intensive courses).

f. Instructors are to take into consideration the quality of expression when assessing the written work of students and to grade and comment on the paper according to the rubric outlined in the syllabus. If the work is markedly deficient in the mechanics of composition, this may mean the student receives a low or failing grade for the assignment or course. Instructors are not responsible for editing, or providing a detailed list of suggested edits; general comments on the writing may specify deficiencies. Students preparing major program papers, theses or dissertations need to check their respective degree program manuals for additional instructions and expectations.

g. Instructors must record scores or grades achieved by students for **all components of the course** (assignments, tests, participation) that count towards the final grade. All graded course components should be assessed using rubrics that are properly suited to each assignment (see sample rubric, Appendix 3). Instructors are to make rubrics available to students, and when assessing a student's work, instructors must document their assessment of each assignment using the rubric. When assessing the final, major assignment, the details contained in the documentation must enable the instructor (or the College on the instructor's behalf) to reconstruct the student's final grade where the necessity arises.

h. Instructors are expected to **submit the following to the Office of the Registrar one month after the final assignment due date:** (i) a grade sheet that includes the final course grades (in percentage format, or Satisfactory, Fail, or In Progress where applicable) together with grades for each course component (assignments, tests, participation) that counts towards the students' final grades, (ii) a copy of the student's major

assignment (normally the final assignment), or final examination, containing any evaluative comments, and (iii) a marked-up copy of the rubric used to determine the grade of the final assignment. A copy of the final assignment is retained for one year and permanently deleted/shredded after deadlines for grade appeals have passed. Student privacy is maintained by keeping the papers in a password-protected file or locked filing cabinet which is accessible only by the Registrar's Office, and accessed only in the event of a grade appeal. Final course grades are approved by the Dean, and distributed to students by the Registrar's Office within two weeks. Instructors are permitted to share the unofficial final grade with the student, with the proviso that the official final grade comes from the College.

2.0 ST. STEPHEN'S COLLEGE ACADEMIC GUIDELINES

2.1 Course Numbering

The course numbering system is: Doctoral level: 700; Master level: 500; Bachelor level: 300 or 400. (Full policy in [Academic Calendar](#))

2.2 Course Credit Weight/Contact Hours

The credit weight of a course at St. Stephen's College relates to the number of contact/instructional hours. A 3-credit course will have between 35–39 contact hours. These contact hours are usually delivered in either (a) a five-day intensive period (5 days of roughly 7 instructional hours per day), or (b) over a semester (equivalent to 13 weeks of approximately 3-hour class blocks per week). Contact hours can be achieved through either synchronous or asynchronous course delivery; contact hours do not normally include or factor in estimates for independent learning (such as individual study, readings, projects, or other work expectations outside the classroom).

2.3 Instructional Format and Expectations

The College offers courses in a variety of delivery methods and durations, each with their own scheduling parameters (Appendix 1). Contact hours should foster a high degree of interaction among the students and between the students and the instructor. These can be achieved in either synchronous or asynchronous instructional formats:

- *Synchronous Learning*: may include instructor-led lectures and presentations, instructor-facilitated discussions, student presentations, small group work, etc. where instructors and students are engaging together in real-time. Synchronous learning may take place in-person, online through video-conferencing

software, or in a mixed-presence arrangement where some participants are online and others are present physically.

- *Asynchronous learning*: may include online discussion forums, pre-recorded video lectures, take-home assignments and other activities that are designed by the instructor to achieve course learning objectives. Asynchronous work counts toward the course contact hours but is meant to be completed independently by students on their own schedule. Deadlines for these activities will be set by the instructor and will be coordinated to integrate with and augment synchronous learning. Asynchronous learning, when done well, provides for and stimulates interaction between students and the instructor.

Expectations regarding Allocation of Synchronous and Asynchronous Learning

Courses may include a component of online learning, or may be offered totally online. Course content can be delivered through online modalities and may include a combination of synchronous and asynchronous learning (both of which count toward total contact hours). It is expected that courses generally will include at least 70% synchronous content; exceptions to permit greater asynchronous delivery must be appropriately justified and approved by the Dean.

Expectations regarding Delivery Method

It is expected that instructors are prepared to teach the course (including achievement of all contact hours) in accordance with each course's scheduled delivery modality (whether that be an in-person intensive course, a semester-long online course, an in-person/online mixed-presence course, etc). Instructors who teach mixed-presence courses should be prepared to deliver the course regardless of the number of students enrolled in-person and/or online (for example, because it is difficult to predict how many students will be in-person or online in a mixed-presence course, instructors need to be prepared to adapt in-class activities, discussions, presentations, and other forms of pedagogy to a variety of enrollment situations).

2.4 Academic Standards

Academic guidelines contain recommendations for the quality and quantity of academic work for Doctoral and Master level courses, seminars, practicums and collegiums. Academic standards are outlined in Appendix 2.

2.5 Marking and Grading Policies

St. Stephen's College grading policy is in the

[Academic Calendar](#) (p.15), and in the sample St. Stephen's College credit course syllabus (Appendix 4). A sample grading rubric is appended to this handbook as Appendix 3.

2.6 Adding eClass to a Course

Instructors have the option of adding eClass/Moodle to their St. Stephen's College in-class course. eClass will be used for all online, blended and mixed-presence St. Stephen's courses, and for all University of Alberta credit courses. eClass may be used to extend the classroom, by providing a secure and easy-to-navigate interface for the distribution of course materials, submission of course assignments, and the facilitation of discussion and interaction between students and instructors. eClass is available any time, and anywhere there is internet access. Information about eClass can be found here ([eClass 101](#)). The Registrar's Office can set up an eClass related to your in-class course upon request (please make the request two weeks in advance of your course start date).

In order to access eClass, you will receive a University of Alberta computing ID (CCID). The CCID/account will have access to Gmail and related Google apps such as Drive, Photos, and Docs. Your CCID will be reactivated every June while you are teaching for St. Stephen's College. If your teaching appointment ends, and if there is anything you need from your account, you should get what you need out of the account prior to the end of June following your last course. CCIDs are governed by the University of Alberta and are subject to all relevant university policies. CCIDs are the property of the University of Alberta.

2.7 Course Policies (Extensions)

Academic regulations and course policies (including grading and extension policies) are published in the Academic Calendar. Instructors may grant course extensions in extenuating circumstances (eg. medical reasons); students should consult with instructor before assignment deadlines. If the extension goes beyond the "course end date" (one month after the final assignment deadline, when grades are due) the student must use the 'Course Extension Request' form, available online at the [Student Files](#) page.

2.8 Appointment and Responsibilities of Instructors

Department Chairs take the initiative to seek out suitable instructors for courses. Potential instructors must provide brief biographical and professional information and a curriculum vitae. Course Instructors will normally possess a doctoral degree in the field of instruction; in certain

circumstances, other advanced credentials may be deemed acceptable (e.g. a terminal Master's degree with sufficient professional experience and/or credentialing, a thesis-based Master's degree with demonstrated experience in the field, etc.). All instructors will be approved by the Dean.

All courses must comply with College policies as laid out in the Academic Calendar and Faculty Handbook, including (but not limited to) the following:

- Preparation of a course syllabus (including learning objectives, course activities, instructor contact details, etc.)
- Adherence to guidelines for course assignments and timelines
- Adherence to guidelines pertaining to course delivery modalities (intensive, semester, etc.)
- Compliance with College policies and guidelines regarding grading, return of assignments, and submission of grades.
- Compliance with College policies regarding course extensions (if needed).
- Adherence to other instructor responsibilities as outlined in the Faculty Handbook.

3.0 UNIVERSITY OF ALBERTA COURSE POLICIES AND ACADEMIC GUIDELINES

St. Stephen's College conducts undergraduate and graduate University of Alberta credit courses which run in the Fall (September to December), Winter (January to April), Spring (May-June), or Summer (July-August) semesters. Courses run for 13 weeks, with three hours of classroom time each week, for a total of 33–39 classroom hours.

Course policies can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar. Refer to the sample University of Alberta course syllabus template, (Appendix 5) which includes all information that must appear in a course outline.

Weighting of Term Work and Final Examinations

In each course in which a final examination is held, a weight of not less than 30 percent and not more than 70 percent will be assigned to the final examination, except where a departure from this arrangement has been authorized by the council of the Faculty in which the department offering the course is situated. The remaining weight for the course will be assigned to term work.

Course Requirements, Evaluation Procedures and Grading

The policies set out below are intended to provide instructors and their students with general course information. GFC, in approving these guidelines, expected that there would be a common sense approach to their application and understood that circumstances might develop, during a term, where a change to the course outline, as set out in §23.4(2)a., made sense to all concerned. Such changes shall only occur with fair warning or general class consent.

Students concerned about the application of these guidelines should consult, in turn, the instructor, the chair of the department by which the course is offered, and the dean of the faculty in which the course is offered.

a. At the beginning of each course, instructors are required by GFC to provide a course outline to students and their Department (or Faculty in non-Departmentalized Faculties) that includes the following:

- i. a statement of the course objectives and general content
- ii. a list of the required textbooks and other major course materials
- iii. a list of any other course fees as described in the 'Student Instructional Support Fees Policy' and their associated costs
- iv. an indication of how and when students have access to the instructor
- v. the distribution of weight between term work and final examination
- vi. the relative weight of all term work contributing to the course grade
- vii. whether marks are given for class participation and other in-class activities as well as the weight of such participation
- viii. dates of any examination and course assignments with a weight of 10% or more of the overall course grade
- ix. the process by which the term marks will be translated into a final letter grade for the course. The process must be consistent with the University of Alberta Assessment Policy and accompanying Grading Procedure, found at the University of Alberta Policies and Principles Online (UAPPOL) website at www.uappol.ualberta.ca.
- x. an indication of how students will be given access to past or representative evaluative course material, consistent with the Access to Evaluative Material Procedure of the Assessment Policy, found at the University of Alberta Policies and Procedures Online (UAPPOL) website at www.uappol.ualberta.ca.
- xi. the statement: "Policy about course outlines can be found in §23.4(2) of the University Calendar".
- xii. the statement: "The University of Alberta is

committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

b. Nothing in any course outline, syllabus or course website can override or contravene any Calendar regulation or University policy. In resolving any discrepancy, University policy and Calendar regulations take precedence.

c. Instructors may indicate in the course outline the date, time and place on which the deferred examination for the course will occur, should one be required. See §23.5.6.

d. At the beginning of a course, Instructors will discuss with their class, the expectations with respect to academic integrity and outline both permitted and prohibited behaviour.

e. Every course outline must contain the following statement: "Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor."

f. Each assessment is linked to the stated course objectives and/or learning outcomes. Students should be provided with the criteria for these assessments early in and, if necessary, throughout the course.

g. Instructors will allow students a reasonable time in which to complete an assignment, bearing in mind its weight.

h. Instructors will mark, provide appropriate feedback, and return to students all term work in a timely manner. Normally, feedback will be provided prior to the course withdrawal deadline.

i. Normally term work will be returned by the last day of classes in the course, with the exception of a final major assignment (which may be due on the last day of classes), which will be returned by the date of the scheduled final examination or, in non-examination courses, by the last day of the examination period. All exceptions must be authorized by the Faculty Council (or delegate) in the Faculty offering the course.

j. Upon request, instructors are required to provide the process used to generate the final grade. University policy stipulates that grades be submitted within five working days from the final exam, or (for courses with no final exam) within five working days of the due date for the final assignment.

Instructors will keep a record of either the raw scores or numerical grades achieved by students in each test, examination, or other assignment that will count towards the final grade and of the percentage weight assigned to each. The details contained in this documentation must enable the instructor (or the College on the instructor's behalf) to reconstruct the student's final grade where the necessity arises. The College shall keep this documentation with the detailed record of the component marks for one year after the final examination date. *The instructor is required to submit a copy of the student's major assignment (normally the final assignment), or final examination, containing any evaluative comments, to St. Stephen's College Registrar with course final grades. This substantial piece of written work is retained for one year and shredded six months after the deadline for reappraisal and grade appeals.* (See section 23.5.4(2) of the University of Alberta Calendar).

4.0 GUIDELINES FOR TEACHING

4.1 Intensive (Week-Long) Course

Instructors have their own styles of teaching, but a few dynamics of intensive courses need to be addressed. There is not a lot of time for resolving confusion or correcting misapprehensions. The more specific and clear instructors can make course outlines, assignments and reading requirements, the easier it will be when the class meets. (An intensive course template is a part of this handbook.)

People are going to be in the same room for extended periods of time - it's intense. Instructors might:

- allow for several breaks - at least one each morning and afternoon
 - attend to the room, making it as comfortable as possible (break-out space, room to move)
 - use visual symbols, candles or other objects to enliven the space (being aware that some students have allergies to scents)
 - bring a selection of resources and have them available during the course for students to browse
- A few consistent rituals can help structure the time together. Instructors might:
- begin each day with music
 - start and finish the course with a blessing

The telescoped nature of the course requires greater vigilance to student learning goals.

- instructors should inquire daily regarding student expectations, evaluations of exercises etc.
- during the class, instructors might organize a videoconference or email exchange, to be held three or four weeks after the course, using it as a way for students to complete one of the three assignments, sharing their research. The students could be asked to contribute one insight (something they have learned from coursework and/or subsequent research), or give the title of a book which might be helpful to other students.

Intensive courses, because they involve seven or eight-hour sessions (35 course-hours in total), offer the following pedagogical strengths:

- uninterrupted attention to a specific question/subject - especially if students have traveled from another city, the course is all they have to think about
- there is time (and usually a safe space) to explore an emotive as well as a cognitive engagement of the material
- the prolonged/close engagement with the material allows for a variety of epistemological approaches (ways of knowing) - visual, sensual, interactive, and physical

Given the extended periods of instruction, an intensive course requires a greater flexibility of methodologies:

- videos or other audio-visual presentations
- presentations with outside experts or practitioners
- online connections
- case studies/role plays
- enactments/rituals
- creative exercises
- break outs and discussion/projects

Intensive courses, because they involve seven or eight-hour sessions, may have the following pedagogical challenges:

- because of the intense time frame it is almost impossible to work out bent emotions, or maladjusted dynamics within class hours. This can be frustrating for students and faculty if one or more participants are "acting out". It can derail the class. Therefore instructors must be mindful of this potential pitfall and avoid open-ended sessions which might allow the dynamics to get mired in unsolvable interchanges
- Students have great expectations and high energy for the week. It is a challenge to meet all such hopes in a brief space of time. Instructors should be careful not to promise too much.

The following statement is a part of every course outline for St Stephen's courses: "All registrants in

week-long intensive courses are reminded that these courses involve extensive preparation, definite pre-course readings and completion of specific pre-course assignments. To maximize learning from these courses, students are expected to arrive on the course dates well prepared as per the course outline specifications given to them at the time of registration. Students are also expected to keep their day and evening schedule free during these courses in order to carry out the expected classroom work assigned as the course unfolds. Because of the extensive amount of preparation, all participants have to register one month in advance."

4.2 Online Course

St. Stephen's College offers a number of courses online. Courses follow a uniform model that embodies recommended distance education principles. Instructors have their own style of facilitating online learning; however here are a few reflections to consider when planning to deliver an online course:

1. Students are used to immediate feedback in a face-to-face setting when they have questions in class about a concept or an assignment. Therefore, instructors should respond to student emails or phone inquiries within three days. Instructors who may be away from email for longer than three days should send an email to students that this will be the case and when they can expect a response.

2. The Mission Statement of the College encourages learning within a community of learners. Some online courses are designed for collaborative online learning projects. Others are not. If there are more than two learners in the class, the expectation is that there is interaction between students participating in the class. The discussions which can ensue on topics related to the learning material make an indispensable contribution to the students' learning.

3. Students lose momentum for conversing with each other in an online course. Some courses are designed with several collaborative assignments throughout the course. This leads to time of peak online activity followed by a quieter time. If a course does not have collaborative assignments yet there are several registered students, instructors will likely need to encourage interaction on a three-week or monthly basis. This usually leads to online activity for a week or so followed by a quieter time. Instructors may want to encourage discussion about one of the topics, a question that one student may have sent that might best be dealt with in community, or assignments. For example, students may motivate

each other by talking about their plans for individual assignments.

4. A common question in contemporary adult learning is this: How do we become "a guide on the side" rather than a "sage on the stage"? So what might "guide on the side" look like in online learning? It could mean the following:

- Presenting an initial discussion question raised by the instructor or a student
- Letting the students "go at it"
- Instructor adding comments after a few days
- Instructor allowing the discussion to go off on an interesting tangent for a few days and then adding a focusing comment or question
- Asking the students to summarize what they learned in the discussion

5. There are several roles that instructors can play as an online facilitator. Instructors can facilitate the conference by:

- Welcoming new learners
- Posting discussion questions
- Building group rapport
- Giving feedback to postings
- Summarizing the postings or asking students to do so
- Providing a decisive end to particular topics
- Encouraging respectful participation
- Emailing students privately to encourage more participation or discourage over-participation
- Presenting different views to spark debate

Participate in conference by:

- Contributing to the discussion
- Modeling appropriate postings
- Remembering that no matter how rich the discussion posted by students, they still like to hear from "the expert"!

Provide content expertise by:

- Creating different discussion topics
- Referring students to links or other resources
- Raising key questions
- Sharing experience

Online courses use the eClass/Moodle format, hosted by the University of Alberta. Information can be found on the University of Alberta [website](#). To obtain a sample syllabus for an online course, contact the Registrar's Office.

4.3 Semester Course

St. Stephen's College graduate-level semester courses are scheduled in Fall (Sept–Dec), Winter (Jan–April), Spring (May–June), Summer (July–Aug), or Spring/Summer (May–Aug) (see Appendix 1). These courses are typically offered in an online modality, using Zoom and eClass for weekly class periods. Unlike intensive courses, where students complete pre- and post-course readings, semester courses have all readings,

assignments, and other assessments built into the 13-week schedule.

4.4 Independent Study (SSC credit)

St. Stephen's independent study courses are offered in such a way that the student is able to gain a basic understanding, appropriate to the degree program, of the general principles of the subject matter being studied, as well as providing an opportunity for an in-depth reflection on one/several aspects that support the student's chosen research topic or area of interest. Students are able to arrange independent study courses that examine topics/content that is unique, however approval of independent studies courses is normally given only to topics/content that is not covered in existing St. Stephen's College course offerings. St. Stephen's credit Independent Studies are restricted to students enrolled in a degree, diploma or certificate program at St. Stephen's College, and must not involve research with human subjects. Information packages which include instructor approval forms are available online at the [Student Files](#) page.

4.5 Independent Study (UAlberta credit)

St. Stephen's College is affiliated with the University of Alberta and 'SPRIT' and 'CATS' courses count for University of Alberta credit as Arts electives. The course *SPRIT411* or *SPRIT511 Independent Study* will be taught by Faculty or Associate Faculty members at St. Stephen's College, and will involve either:

- a unique independent study initiated by student provided no other similar/suitable course is available
- attending class with undergraduate colleagues registered in University of Alberta credit (SPRIT or CATS) courses, with extra work arranged at the upper-level undergraduate (411) or graduate (511) level
- attending a graduate-level St. Stephen's College credit course and completing graduate-level academic requirements outlined in syllabus

Information packages which include instructor approval forms are available online at the [Student Files](#) page.

5.0 COURSE EVALUATION

Course evaluations gather information about students' ratings of their own development, course content, and instruction of the course. Evaluations are collected using an online form. To ensure student anonymity, course evaluations are amalgamated and summarized before being reviewed by College administration. Instructors receive the evaluation after final grades have been submitted to the College.

NOTE: *Instructors can add two multiple choice (1-5 scale) items and one open-ended comment item. Instructors who wish to do this should email the Assistant Registrar at st.stephens@ualberta.ca.*

Evaluations for all courses include the questions below:

Rated questions (1-5 scale):

The goals and objectives of the course were clear.
The course description was consistent with my experience of the course.
In-class time was used effectively.
Course materials were relevant.
I am motivated to learn more about these subject areas.
I increased my knowledge of the subject area in this course.
I felt like I was part of a learning community.
Overall, the quality of the course content was excellent.
The instructor communicated effectively.
The instructor was well prepared.
The instructor treated the students with respect.
The instructor provided constructive feedback throughout this course.
The instructor provided timely feedback.
The instructor endeavoured to create and maintain a climate of mutual respect.
The instructor welcomed a diversity of perspectives.
The instructor used multiple modes of communication.
Overall, this instructor was excellent.

Open-ended comment questions:

Please comment on general course quality.
Please comment on the course materials.
How could the course be improved?
Please comment on the quality of instruction in this course.
How can the instructor improve the teaching of this course?
Which aspects of the course were most valuable?
Which aspects of the course were least valuable?
Any additional comments are welcome.

Online course evaluations include two additional questions:

Rated questions (1-5 scale):

I felt that the amount of time I was required to be engaged online was fair.
Estimate the time you spent online each week (hours).

Questions sent out after students have received feedback on their final assignment:

Open-ended comment questions:

Please comment on the final course assignment(s).
Any additional comments about the course as a whole?

COURSE DELIVERY METHODS AND DURATIONS

The College offers courses in a variety of delivery methods and durations, each with their own scheduling parameters. Courses should be scheduled according to a delivery method and duration appropriately suited to the content and learning objectives.

Duration	Intensive <i>Scheduled in a condensed period, usually as a week-long intensive. Intensive days always run 9.00am–5.00pm (Mountain).</i>	Semester <i>Scheduled over a semester, either Fall (Sept–Dec), Winter (Jan–April), Spring (May–June), Summer (July–Aug), or Spring/Summer (May–Aug).</i>	Variable Length <i>Scheduled with a variety of dates and times, usually over a period longer than a semester. Examples:</i> <ul style="list-style-type: none"> ● CPE: Sept–April or May–Aug ● Capstone: Oct–April ● Practicum: Jan–Dec
Delivery Method			
In-Class <i>Delivered in-person in the classroom. Presence on campus is required.</i>	<ul style="list-style-type: none"> ● Meeting dates must be specified and published in the course schedule; typically scheduled M/T/W/Th/F, though sometimes W/Th/F/M/T, or M/W/F/M/W. ● Instructional contact hours equate to 5 x 7-hour blocks per 3-credit hours (= 35 contact hours)- ● The intensive week should be chosen with the recognition that students will be given one month for pre-course work and two months of post-course work; instructors will also be given an additional month for grading. 	--	<ul style="list-style-type: none"> ● Meeting dates must be specified and published in the course schedule. ● Courses should consist of 35–39 contact hours (not less than 35 contact hours) per 3-credit hours. ● Depending on the length of the course, students may be given one month for pre-course work and two months of post-course work; instructors will also be given an additional month for grading. ● Occasionally the College has scheduled some In-Class courses according to a Variable Schedule (e.g., an in-person course offered over five Saturdays).
Online <i>Delivered online, most commonly using eClass with Zoom. Presence on campus is neither required nor possible.</i>	--	<ul style="list-style-type: none"> ● Meeting dates must be specified and published in the course schedule, and must fall within a prescribed semester. ● Instructional contact hours in a typical semester equate to 13 weeks x 3-hour blocks per week for 3-credit hours (= 39 contact hours). ● Courses consist of at least 70% synchronous instruction. 	--
Blended <i>Delivery includes both in-class and online components. Presence on campus is required for in-class elements, though not required for online elements. Blended courses are our least common offerings and tend to reflect the need for Variable Length scheduling.</i>	--	--	<ul style="list-style-type: none"> ● Courses consist of a mixture of both in-person and online learning. ● Courses should consist of 35–39 contact hours (not less than 35 contact hours) per 3-credit hours. ● The meeting dates—including both in-person and online sessions—must be specified and published in the course schedule. ● Note that some Blended courses (eg., Counselling Practicum) include an Intensive element and thus follow the scheduling parameters of an Intensive Course.

<p>Mixed-Presence <i>Courses delivered in-person in the classroom, with some students participating in person and others participating online.</i></p>	<ul style="list-style-type: none"> Mixed-Presence Intensive Courses are scheduled according to the guidelines for In-Class Intensives. Instructors are required to deliver the course in ways that accommodate students who attend either in-person or online. 	<p>--</p>	<ul style="list-style-type: none"> Mixed-Presence Variable Length courses are scheduled according to the guidelines for In-Class Variable Length courses. Instructors are required to deliver the course in ways that accommodate students who attend either in-person or online.
<p>Independent Study <i>Delivery may include meetings in-person, online, or phone.</i></p>		<ul style="list-style-type: none"> Meeting dates are arranged between individual students and instructors and are not published in the course schedule. Independent Study courses normally do not exceed four months in length (equivalent to one semester). 	
<p>UAlberta <i>All UAlberta courses are scheduled by the Dean's and Registrar's offices, in compliance with the UAlberta scheduling parameters.</i></p>	<ul style="list-style-type: none"> UAlberta intensives are possible only in early May and early July. If SSC courses are co-scheduled with UAlberta courses, the SSC course must comply with the UAlberta scheduling parameters (talk to the Dean about this) 	<ul style="list-style-type: none"> Most UAlberta courses are scheduled as semester-long courses, following the UAlberta scheduling parameters. 	<p>--</p>

COURSE TYPES AND ACADEMIC STANDARDS

St. Stephen's College offers credit courses in a variety of delivery and scheduling models.

- *Graduate Courses and Seminars (Masters or Doctoral Level)*
Graduate courses and seminars are the most common offerings at St. Stephen's College. These offerings are typically 3-credit hours. The objective of a graduate course or seminar is either: (a) to build content knowledge in a specific field of study, or (b) to build content knowledge together with applied skills within a specific field of practice. Assessment typically consists of readings in primary and/or secondary literature, a major assignment (either written or a project), and a number of minor assignments such as presentations, book reviews, short papers, reflection papers, journals, etc.
- *Art Therapy Studio Courses (Masters Level)*
The objective of Art Therapy studio courses is the development of studio skills for competent Art Therapy practice. The studio skills may include, but are not limited to, a working understanding of fine art materials and processes, a working understanding of elements of design/aesthetic theory, various approaches to the creative/therapeutic process, ability to attend to imagery and symbolism in one's own work, the ability to establish and facilitate a functional art therapy studio environment, and the ability to model and facilitate a therapeutic environment conducive to creative exploration and therapeutic work.
- *Experiential Learning and Clinical Practicums (Masters Level)*
Experiential learning and clinical practicums (in hospitals, long-term care homes, community settings, counselling practices, faith communities, schools, etc.) are designed to develop skills and competencies through practical service and experience in settings related to the program of study. These courses may include providing chaplaincy services in the above-mentioned clinical settings, offering therapy under the supervision of a qualified educator or supervisor, and/or discussions and evaluations of these experiences with an instructor or other supervisor (either individually or in a group setting). These courses are designed to develop practical skills and integrate theory and practice in real-world situations.
- *Graduate Collegiums and Related Offerings (Masters or Doctoral Level)*
Graduate Collegiums facilitate ongoing social and intellectual engagement for students over the course of an academic year, typically through the structure of one online meeting per month. Collegiums serve the primary purpose of offering students ongoing support through the course of their degree program, help students to workshop their research projects and theses/dissertations, and/or integrate learning across course and program elements. Collegiums may require students to complete reading assignments, written assignments, presentations, synchronous or asynchronous discussions, and/or other assignments.

St. Stephen's College maintains the following academic standards across our various offerings.

	Doctoral Level 3-Credit Course/Seminar	Master Level 3-Credit Course/Seminar	Master Level 3-Credit Art Therapy Studio Course	Experiential Learning and Clinical Practicums (typically 6-Credits)	Graduate Level Collegiums (Doctoral or Masters, Credited or Not Credited)
Primary Learning Outcomes	Students demonstrate comprehensive knowledge and advanced integration of the subject matter in terms of philosophical analysis and critical assessment. They develop in-depth understanding and original thought which advances knowledge in the subject area.	Students demonstrate an understanding of and ability to engage with the subject matter in terms of philosophical analysis, practical engagement, and critical assessment. They develop an awareness of knowledge in the subject area and cultivate capacities to engage critically and integrate their learning	Students demonstrate an understanding of and ability to engage with the subject matter in terms of practical engagement and critical assessment. They develop skills and competencies in the subject area.	Students demonstrate competencies and practical skills as defined by field(s) of practice . Students integrate feedback and assessment during the course such that, at the end of the course, they have adequate mastery of essential skills, approaches, and methods .	Students demonstrate the ability to integrate the subject matter with their own contexts, analysis, and research projects. They offer and receive constructive peer critique, questions, and input.
Reading and other input	Normally, approx. 2000 pages, with deep engagement of primary sources (as appropriate). May also include other media.	Normally, approx. 1000 pages, with some engagement of primary sources (as appropriate). May also include other media.	Normally, approx. 500 pages, with some engagement of primary sources (as appropriate). May also include other media.	Normally, approx. 500 pages per 3-credits, required at the discretion of the instructor and related to the learning objectives. The primary sources of reflection are practical experiences and situations encountered during placements.	Reading may or may not be required at the discretion of the instructor and related to the learning objectives. May also include other media.
Major Assignment	Generally, one major assignment (eg. specialized paper or project) weighted approximately 40% of the course mark. The specialized paper should be at least 4000-5000 words with proper annotation and bibliography. A project should be the equivalent amount of research and work. In some cases, there may not be a major paper/assignment for the course but it is expected that students will write approximately 7500 words total through a variety of assignments.	Generally, one major assignment (eg. paper or project) weighted approximately 40% of the course mark. The paper should be at least 3500-4000 words with proper annotation and bibliography. A project should be the equivalent amount of research and work. In some cases, there may not be a major paper/assignment for the course but it is expected that students will write approximately 6000 words total through a variety of assignments.	Generally, one major assignment weighted approximately 40% of the course mark (eg. integrative paper or arts-based project). An integrative paper should be at least 3500-4000 words with proper annotation and bibliography. An arts-based project should include (a) a coherent series of creative works developed during the course or one integrated piece of art with (b) an accompanying 2000 word reflective / integrative component.	Generally, the major assignment is an assessment of skills and competencies at the end of the course. The assessment will generally include opportunities for self-assessment, reflections on growth and learning, and plans for future skill development and growth as assessed by supervisors/supervisor educators.	There may or may not be a major assignment in collegiums. A major assignment, if included, may be an integrative reflection on one's learning during the seminar or a reflection on the relevance of the seminar to one's own research projects.
Minor Assignments	Generally, there will be a number of minor	Generally, there will be a number of minor	Generally, there will be a number of minor	Generally, there will be a number of minor	Generally, there will be a number of minor

	assignments weighted approximately 10-25% of course mark (eg. book review, class presentation, mini-project, reflective writing, or examination).	assignments weighted approximately 10-25% of course mark (eg. book review, class presentation, mini-project, reflective writing, or examination).	assignments weighted approximately 10-25% of course mark (eg. book review, class presentation, mini-project, reflective writing, or examination).	assignments and/or clinical evaluations weighted approximately 10-25% of course mark (eg. case study, self-analysis, verbatims, clinical activity reports, etc.).	assignments weighted approximately 10-25% of course mark (eg. class presentation, discussion forum post, etc).
Attendance	Attendance and class participation will be given recognition in course grade (approx. 10%). Attendance must be in compliance with the Class Attendance policy (as outlined in the Academic Calendar).				
Minimum Grade	For all course types, graduate students are expected to perform to a minimum grade level of 66% in an individual course, while maintaining a grade average of 70% in their program. Undergraduate and Open Studies students are expected to perform to a minimum grade level of 50% in an individual course, while maintaining a grade average of 62%. Art Therapy Studio courses, Experiential Learning and Practicum courses, and Collegium courses are graded on a pass/fail basis, with a passing percentage grade earning an 'S' for Satisfactory.				
Other	Command of the English language and the ability to understand and communicate clearly, verbally and in writing is expected. Students are expected to use degree-designated formatting in all written assignments.				
Independent Learning	During the duration of a course, students are expected to engage in 3-4 hours of independent learning per contact hour.	During the duration of a course, students are expected to engage in 2-3 hours of independent learning per contact hour.	During the duration of a course, students are expected to engage in 2-3 hours of independent learning per contact hour.	Independent learning varies, takes place as needed.	During the duration of a course, students are expected to engage in 1-2 hours of independent learning per contact hour.
Exceptions	The above guidelines are to be considered the norm for St. Stephen's College. However, St. Stephen's College may approve a course with divergences of teaching methodology and assignment structures and weight if the instructor can appropriately justify such divergences.				

These standards do not address academic standards for: (a) doctoral project-dissertations, (b) masters theses, (c) masters capstones, (d) masters culminating papers and/or integrative theology papers, or (e) independent study courses (all of which are covered elsewhere).

SAMPLE GRADING RUBRIC

Grade Range		Excellent			Good			Adequate			Poor		
		A+ (90–100)	A (85–89)	A- (80–84)	B+ (77–79)	B (73–76)	B- (70–72)	C+ (67–69)	C (63–66)	C- (60–62)	D+ (57–59)	D (53–56)	D- (50–52)
Criteria (weight)													
Structure / Organization	(10%)	Exceptionally structured with clear organization. Ideas form a coherent whole and logically flow together.			Clear structure with evidence of organization. General coherence of ideas but their connection is not always clear.			Some structure but further organization is needed. Ideas loosely fit together, but many are displaced.			Poorly structure with minimal evidence of organization. Little coherence of ideas, and writing lacks unity.		
Clarity of Expression	(20%)	A delight to read. The student's purposes and main ideas are conveyed clearly and unambiguously. Writing betrays nuance, precision, and creativity.			Easy to read. The student's purposes and main ideas are generally clear with minimal ambiguity. Writing betrays intention and care.			Challenging to read. The student's purposes and main ideas are strained due to ambiguity. Writing lacks care and intention. Proof read required.			Difficult to read. The student's purposes and main ideas are unclear and/or absent. Writing is vague and at times incoherent.		
Research Quality	(20%)	Strong breadth of secondary literature that reflects a diversity of scholarly views. Strong command of the secondary literature.			Decent breadth of secondary literature that reflects many scholarly views. Sufficient command of the secondary literature.			Underdeveloped bibliography that reflects a narrow set of scholarly views. Heavily dependent on secondary literature.			Major gaps in the bibliography. Inability to command and/or minimal engagement with secondary literature.		
Conceptual Engagement	(30%)	Strong evidence of independent thought. Critical engagement of secondary literature. Depth of analysis and strong control of the subject. Clear ability to use theory coupled with self-critical awareness.			Evidence of emerging independent thought. Some critical engagement of secondary literature. Sufficient analytical depth and control of the subject. Emerging ability to use theory and to embrace self-critical awareness.			Little evidence of independent thought. Engages secondary literature but lacks a critical edge. Some analytical depth but lacking control of the subject. Some ability to use theory, but lacking self-critical awareness.			Minimal evidence of independent thought, with nominal critical engagement of secondary literature. Insufficient analytical depth and minimal control of the subject. Inability to use theory and/or nominal evidence of self-critical awareness.		
Writing Quality	(10%)	Minimal or no errors in punctuation, spelling, or capitalization. Minimal or no errors in sentence structure and word usage; structure and word choice is creative/engaging.			Some errors in punctuation, spelling, or capitalization. Some errors in sentence structure and word usage; structure and word choice is acceptable.			Frequent errors in punctuation, spelling, or capitalization. Frequent errors in sentence structure and word usage; structure and word choice is strained.			Excessive errors in punctuation, spelling, or capitalization. Excessive errors in sentence structure and word usage; structure and word choice is unclear and distracting.		
Style / Form / Formatting	(10%)	Masterfully written and presented within the disciplinary style. Minimal to no errors in citation and bibliographic style. Clearly stays within the assignment parameters.			Acceptably written and presented within the disciplinary style. Some errors in citation and bibliographic style. Mostly stays within the assignment parameters.			Barely written and presented within the disciplinary style. Frequent errors in citation and bibliographic style. Barely stays within the assignment parameters.			Assignment is not written and presented within the disciplinary style. Excessive errors in citation and bibliographic style. Does not stay within the assignment parameters.		

Note: This is a sample rubric that the faculty of St. Stephen's College are welcome but not obliged to adopt. Grading rubrics like this, including their individual "criteria" and their relative "weightings," will undoubtedly differ from assignment to assignment, and from course to course. It is expected that instructors at St. Stephen's College will use a rubric *similar* to this one.

**Professional Ethics for Psychotherapy and Spiritual Care [PPSYC583]
 July 23 - 27, 2020 (Monday–Friday, 9:00am - 5:00pm)
 St. Stephen's College
 8810 112 Street Edmonton**

Registration Deadline: June 22, 2020

Maximum enrollment: 18

(A Word version of the a syllabus template is available; contact Registrar at st.stephens@ualberta.ca)

Instructor:

David St. Arnault, Ph.D., R.Psych.

Phone: 780-xxx-xxxx (cell)

E-Mail: dxxx@ualberta.ca

Office Hours: By appointment

Please write "Professional Ethics" in the subject line. Emails and voicemails will be answered within 24 hours Monday to Friday.

NOTE TO INSTRUCTORS:

Contact information must be listed clearly in the syllabus; indicate your preferred turnaround time for responses (ie. 24, 36 or 48 hours). This is helpful to students, and also protects instructors from impatient students! We advise you to set up a vacation responder if you will be unreachable for more than the indicated days.

The Intensive Course Model:

All registrants in week-long intensive courses are reminded that these courses involve extensive preparation, definite pre-readings and the completion of specific pre-assignments. To maximize learning from these courses you are expected to arrive on the course dates well prepared as per the course outline specifications given to you at the time of registration. Students are also expected to keep their day and evening schedule free during these courses in order to carry out the expected classroom work assigned as the course unfolds. Because of the extensive amount of preparation, all participants have to register one month in advance.

Non-Credit Participants:

Please note that those taking the course on a non-credit basis must have all the required reading done beforehand and be ready and able to contribute to all participatory elements of the course. No grades will be given to any participatory assignments.

Course Description:

Professional practitioners have become much more aware of the area of professional ethics in recent years. However, there often is confusion regarding the difference between a personal and professional relationship, appropriate boundaries, dual roles, etc. This course will provide students with an opportunity to explore the nature of a professional relationship and integrate their own personal values into their understanding of ethics. We will examine a variety of professional Codes of Ethics as well as pertinent case examples. The students will read in the field of professional ethics as well as reflect on their own personal and professional experience. Greater emphasis will be placed on the application of professional ethics within the vocational settings that students aspire to work in or are currently working in; such as, clinical counselling, nursing, social work, art therapy, chaplaincy, pastoral counselling, and faith community leadership.

Course Objectives:

This course aims to:

- Stimulate students to think about the ethical issues related to professional practice as a counsellor.
- Challenge students to develop an understanding of what it means to be an ethical practitioner.
- Familiarize students with the ethics codes of various counselling, art therapy, and spiritual care organizations and develop the ability to apply specific codes to a variety of clinical situations.

- Familiarize students with the main ethical, legal, clinical and professional issues involved in the counselling, art therapy, and spiritual care professions.
- Familiarize students with ethical decision-making models and the skills for the resolution of ethical dilemmas.
- Examine the role of ethics and values in the counselling/art therapy/spiritual care process.
- Acquaint students with various therapeutic roles and the potential for ethical dilemmas.
- Enable students to think critically and creatively about cases and to articulate how they might deal with ethical issues involved in specific case situations.
- Enhance students' development of professional identity and its associated responsibilities.
- Examine ways to establish appropriate boundaries and to develop a framework for evaluating and managing multiple relationships.
- Develop the ability to function effectively in presenting ideas pertaining to ethical and professional issues in group situations.
- Assist students in examining, critiquing, and articulating their own ethical posture.
- Assist students in becoming aware of the current literature in the field of ethics.

Learning Outcomes:

Students who successfully complete this course will be able to:

- Recognize the role of values in ethical practice.
- Use at least one ethical decision-making model.
- Identify the difference between a personal and professional relationship.
- Identify issues related to power in the professional relationship.
- Recognize appropriate boundaries in a professional relationship.
- Identify the legal issues related to confidentiality, informed consent, client rights and counsellor responsibilities.
- Identify the differences between ethical and legal issues.
- Identify the role of professional ethics codes and become familiar with four codes from different professional associations.
- Articulate understanding of what it means to be an ethical practitioner.

Topics Covered:

1. Introduction
2. Values and ethics
3. Role of spiritual and religious values in counselling, art therapy, and spiritual care
4. What is a professional relationship?
5. Introduction to four codes of ethics
6. Ethical decision making models
7. Power in the professional relationship
8. Confidentiality, informed consent, client rights, practitioner responsibilities
9. Boundaries
10. Dual relationships
11. Touch and sexual boundaries
12. Fee setting, gifts
13. Ethics and the law
14. Working with groups
15. Working with couples and families
16. Multicultural and multi-faith issues
17. Use of social media
18. Research Ethics

REQUIRED READING

Textbooks:

NOTE TO INSTRUCTORS:

*Two or three **current** texts are suggested. Books must be in print; supply ISBN and edition. If more texts are required, try to keep the value under \$200.*

1. Corey, G., Schneider Corey, M., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Boston, MA: Cengage Learning.
2. **Required text for Art Therapy Specialization students only:** Moon, B. (2015). *Ethical Issues in Art Therapy* (3rd ed.). Springfield, IL: Charles C Thomas.
3. Copies of the Codes of Ethics and Standards of Practice from the following organizations:
 - Canadian Association for Spiritual Care/ Association canadienne de soins spirituels (CASC/ACSS)
Code of Ethics (<http://www.spiritualcare.ca/education/manual-2/>) Chapter 5 & 6
AND
Scope of Practice & Standards of Practice - Section I and II of Chapter 3
 - Canadian Counselling and Psychotherapy Association (CCPA)
Code of Ethics (https://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf)
AND
Standards of Practice (https://www.ccpa-accp.ca/wp-content/uploads/2015/07/StandardsOfPractice_en_June2015.pdf)
 - Canadian Art Therapy Association/ Association Canadienne d'Art Thérapie (CATA/ACAT)
Standards of Practice (<https://www.canadianarttherapy.org/wp-content/uploads/2017/03/CATA-ACAT-Standards-of-Practice.pdf>)

You will need to have access to these documents during class. Please bring electronic copies or print hard copies and bring to class for discussion.

Articles:

- Barnett, J. E., & Johnson, W. B. (2011). Integrating spirituality and religion into psychotherapy: Persistent dilemmas, ethical issues, and a proposed decision-making process. *Ethics & Behavior*, 21(2), 147-164. DOI: 10.1080/10508422.2011.551471
<https://search.ebscohost.com>
- Bratt, W. E. V. (2010). Ethical considerations of social networking for counsellors. *Canadian Journal of Counselling and Psychotherapy/Revue canadienne de counseling et de psychothérapie*, 44(4), 335-345.
To access this article: <https://cjc-rcc.ucalgary.ca/cjc/index.php/rcc/article/view/935>
- Mellon, B. F. (2003). Faith-to faith at the bedside: Theological and ethical issues in ecumenical clinical chaplaincy. *Christian Bioethics: Non-Ecumenical Studies In Medical Morality*, 9(1), 57-67. <https://search.ebscohost.com>
- Mohrmann, M.E. (2008). Ethical grounding for a profession of hospital chaplaincy. *Hastings Centre Report*, 38(6), 18-23. DOI: 10.1353/hcr.0.0080
<https://search.ebscohost.com>
- Pirschel, C. (2016). How do you bridge the gap between ethical dilemmas and spirituality?. *ONS Connect*, 31(9), 15. <https://search.ebscohost.com>

NOTE TO INSTRUCTORS – COURSE PACKS:

*In addition to or as an alternative to textbooks, custom course packs can be created. Course packs are legally-produced electronic or hard-copy compilations of academic material. If you have an out-of-print book, or a collection of articles you want to use for a course, submit all readings (in PDF), with all relevant publishing information, to the Assistant Registrar at least **five months in advance of your course**. Because of the processing time involved, this deadline is strictly enforced.*

RECOMMENDED READING

Books and Online Resources:

1. Publication Manual of the American Psychological Association (newest edition). Washington, D.C.: American Psychological Association (if you do not already have a copy).
2. Online APA writing resources:
 - a. University of Alberta: <http://guides.library.ualberta.ca/citing/apa>
 - b. Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>
3. Barstow, C. (2015). *Right use of power: the heart of ethics* (10th Anniversary ed.). Boulder, CO: Many Realms Publishing.
4. Furman, L. R. (2013). *Ethics in Art Therapy: challenging topics for a complex modality*. Philadelphia, PA: Jessica Kingsley Publishing.

COURSE REQUIREMENTS

NOTE TO INSTRUCTORS ABOUT PRE-COURSE REQUIREMENTS:

Assign either some reading, or a short written work to be handed in the first day of class. The pre-course assignment must be described in detail in the course outline - and it is preferable to have the same assignment for everybody. If it is necessary to have each student complete a different pre-course assignment, the Registrar's office can give each student a different assignment upon registration; however, each assignment must be described in the outline.

1. Pre-Course Reading:

Please read the required textbook(s) before coming to class. Complete the pre-chapter inventory before reading each chapter in the Corey, Schneider Corey & Corey textbook. Read also the following journal articles listed above. You will also need to familiarize yourself with the three ethics codes noted above. Please bring copies (paper or electronic) of the ethics codes to class with you.

NOTE TO INSTRUCTORS:

For reading only, assign no percentage weight - for written assignments, between 10 and 25% depending on the length of the paper

2. Pre-Course Assignment Paper (30% of final grade)

6-9 pages - 12 point Times New Roman font, double spaced, Word document

Due July 21, 2020 by the end of the day (electronic submission)

Reflecting on your personal attitudes, beliefs, values and past experiences and the required readings, identify one ethical area where you think you might find (or have already found) challenging in therapeutic practice. Be sure to ground your discussion in at least one of the codes of ethics listed in the required readings. Include a brief description of a hypothetical or actual past clinical situation that illustrates your potential ethical challenge area and describe how you might (have or wished you had) resolve(d) the ethical issues involved. If you choose to use a real life example from your past, please be sure to remove any identifying information of any clients included. In text citations and references must be typed according to the format in the Publication Manual of the American Psychological Association (APA), newest edition. **Please review the marking criteria for this assignment which is located at the end of this syllabus.** Submit the completed pre-course paper **electronically in Word document format to David St. Arnault** at the e-mail address on page 1 of this Course Description.

3. Ethics Quiz (20% of final grade)

Multiple choice questions

Written on July 27, 2020

This 50-minute multiple choice quiz will assess your understanding of and familiarity with the core ethical concepts and topics covered in class and required readings.

NOTE TO INSTRUCTORS ABOUT QUIZZES:

Course assessments vary across disciplines and assignments are to be tailored to each course (for example, a course is not required to have quizzes).

NOTE TO INSTRUCTORS IF A PRESENTATION IS ONE OF THE REQUIREMENTS:

Date of presentation is usually between second and last day of class, with the written document submitted on that date.

4. Major Paper (40% of final grade)

14-18 pages - 12 point Times New Roman font, double spaced, Word document

Due September 27, 2020 by the end of the day (electronic submission)

Write a paper presenting your understanding of professional ethics as a therapist (understood to mean counsellor, art therapist, chaplain, etc.) and how that translates into your ethical practice. While the Ethics Codes and other material we used in class should inform your paper (or any other relevant materials), you are not to just reiterate the material but to present your understanding of what it means be an ethical practitioner. Describe **your** personal attributes/strengths that you feel will allow you to achieve the highest standards of professional ethical conduct along with some of your "growing edges" or areas that could use more attention and growth. Write a paper that reflects your own uniqueness; discuss how you plan to integrate your personal beliefs, values and faith stance into your ethical practice (adhering to the ethical principles and guidelines covered in the course). **Specific marking criteria for this paper will be discussed in the first class.**

NOTE TO INSTRUCTORS:

The final major assignment/integrative paper should normally demonstrate elements of the coursework related to the readings, classroom learning and theological themes.

NOTE TO INSTRUCTORS:

*For week-long intensive courses, the due date for final papers is **two** months after the class has ended. Including the final paper, there should be a minimum of 30 pages (double-spaced) of writing for a Masters level course.*

The due date for each paper is the latest date the paper may be submitted. Students are welcome to complete assignments early. It is assumed that students will plan accordingly in order to meet the deadlines for assignments. Failure to meet these deadlines will result in a penalty of 5% per day late, unless an extension to the deadline is negotiated with the instructor prior to the assignment due date. Extensions may be granted in extraordinary circumstances.

NOTE TO INSTRUCTORS:

Late Assignments: Make sure your policy about any penalty to grades for late assignments is clear and that it is applied fairly and equally to all.

The papers that are submitted must contain appropriate in text citations and references, according to the format in the Publication Manual of the American Psychological Association Sixth Edition. All papers should be typed in 12 point New Roman Font, double spaced, with one inch margins. Please submit papers electronically in Word document format to David St. Arnault at the e-mail address on page 1 of this Course Description. **Make sure you have saved a back-up copy of your paper.**

Students are expected to provide full documentation in their references. Plagiarism is a serious breach of academic, professional, and religious ethics and will not be tolerated in this course. Any use of the ideas and/or words of another without proper citation will result in failure of the course.

5. Class Participation (10% of final grade)

You are expected to attend and participate in the class activities and discussions. Part of learning to function as a professional is arriving on time for the beginning of class and after breaks, and staying for the full duration of the class. Your class participation should give evidence of your reading the assigned textbooks and codes. Come to class with questions and be prepared to share your thoughts on the topics under discussion for each of the class meetings.

Final Grade Assessment:

The final grade in the course will be calculated on the basis of the Minor Paper (30%); the Quiz (20%), Class Participation (10%), and the Major Paper (40%)

NOTE TO INSTRUCTORS ABOUT GRADE SUBMISSION:

Instructors submit final course grades, in percentage, to the Office of the Registrar (st.stephens@ualberta.ca) one month after the final assignment due date. Include scores or grades for all components of the course (assignments, tests, participation) that count towards the final grade, and the percentage weight assigned to each. Also submit a copy of the student's final major assignment, with the rubric used to grade that assignment and any evaluative comments.

Copyright: David St. Arnault, St. Stephen's College (2020)

NOTE TO INSTRUCTORS:

Some instructors add a copyright statement. It is not really necessary, but it may be useful to reinforce the fact that your syllabus is your intellectual property.

ST. STEPHEN'S COLLEGE COURSE POLICIES

Student Handbook

Students are required to be aware of information found in the Student Handbook. The handbook contains information on acquiring texts, library and research services, academic policies (including withdrawal deadlines), and guidelines for writing papers. The Student Handbook is available on the College [website](#).

Technology – Presentations

If you are doing a presentation for the class using a Mac computer, bring in an adaptor to connect to HDMI.

Audio or Video Recording

Recording is permitted only with the prior written consent of the instructor and if recording is part of an approved accommodation plan. If an instructor grants permission, the recording should be solely for the personal use of the student to enhance their understanding of the lecture material. If a lecture is to be recorded, the instructor must notify the class that this is taking place. If the recorded lecture is intended for usage beyond individual study, the person making the recording must obtain the permission of all other individuals that appear in the recording. Online segments or video conferencing are not to be recorded without the permission and knowledge of the instructor and all other participants.

Evaluation Procedures and Grading System

Instructors are expected to submit final course grades to the Registrar's Office one month after the final assignment due date. If a transcript is desired, submit the request to the Registrar's Office using the Transcript Request [Form](#).

Following are evaluation standards followed by faculty at St. Stephen's College:

A+	90 - 100%	Exceptional	Superior performance. Displays great originality and depth. Comprehensive understanding of subject matter, with original insights.
A	85 - 89%	Excellent	Above normal expectations. Occasionally surprises the reader with insights or deft presentation. Strong evidence of maturity, independence and control of the subject. Any lapses in logic and style are few and minor.
A-	80 - 84%		
B+	77 - 79%	Good	Meets normal expectations. Solid, accurate and integrative, convincing. Lapses in logic or style are uncommon and not serious.
B	73 - 76%		
B-	70 - 72%		
C+	67 - 69%	Adequate	Barely meets normal expectations. Covers the ground, but rarely adds anything new or personal. Heavily dependent on sources and authorities, with accurate but awkward handling of concepts. <i>[Course Pass for Graduate students: 66%]</i>
C	63 - 66%		
C-	60 - 62%		
D+	57 - 59%	Poor	Below normal expectations. Disorganized, frequent lapses in logic and style, superficial with no evidence of personal involvement. Inability to use theory. <i>[Course Pass for Undergraduate and Open Studies students: 50%]</i>
D	53 - 56%		
D-	50 - 52%		
F	0 - 49%	Failure	Far below normal expectations. Massive structural or other academic defects, evidence of dependence on sources and authorities bordering on plagiarism. <i>[Clear Failure for all students] [Grade of 0% calculated in grade average for credit courses]</i>
S		Satisfactory	Course requirements completed satisfactorily. <i>[Pass for work not graded numerically] [Not calculated in overall grade]</i>
W		Withdrawal	Withdrawal from course with permission within established deadlines. <i>[Not calculated in overall grade]</i>
WC		Withdrawal with Cause	Granted only in case of serious illness or other extenuating circumstances beyond the control of the student which makes continuation in a course impossible and where an F is not in order. <i>[Assigned by Registrar's Office and not calculated in overall grade]</i>
*			Final grade includes a mark of '0' for missed coursework that is worth 20% or more of course grade
WF		Withdrawal-Failure	Withdrawal from course after established deadline for withdrawing without academic penalty but before final assignment due. <i>[Grade of 0% calculated in overall grade] WF not awarded after May 31, 2020</i>
INF		Incomplete-Failure	Course work not completed within established academic deadlines: ie final assignment due date. <i>[Grade of 0% calculated in overall grade for credit courses] INF not awarded after May 31, 2020.</i>
IP		In Progress	Course in Progress: Extension or rewrite of final assignment granted
AU		Audit	Registered as an Auditor
AW		Withdrawal-Audit	Registered as an Auditor and withdrew

Course Completion

Students are expected to submit assignments required for credit courses to instructors by the deadlines described in the syllabus. A grade penalty may be applied to late assignments, if a penalty policy is published in the course syllabus. All un-submitted assignments will receive a grade of zero, and the final course grade will be assessed based on all marks recorded for the course (including marks of zero for failed or incomplete assignments). For details refer to Course Completion policy in Academic Calendar.

Class Attendance

The success or failure of a class often depends on the attendance and full participation of all members of the class. It is expected that full attendance at class sessions (whether in-person or synchronous online) be the norm. In extenuating circumstances, students may be absent by approval of the instructor and at the discretion of the instructor, up to a maximum of 20% of the total classroom time, but students who miss significant portions of in-class time may be required to do additional work. Appeals to the Dean for absences that exceed 20% will be permissible and must have the endorsement of the instructor.

Grades

Instructors submit final course grades to the Office of the Registrar one month after the final assignment due date. The final course grades are approved by the Dean, and distributed to students by the Registrar's Office within two weeks. Instructors record scores or grades achieved by students for all components of the course (assignments, tests, participation) that count towards the final grade, and of the percentage weight assigned to each. These details are recorded on the class grade sheet. The details contained in this documentation enable the instructor (or the College on the instructor's behalf) to reconstruct the student's final grade where the necessity arises. The instructor is required to submit a copy of the student's final major assignment (normally a final paper or exam), together with the rubric used to grade that assignment and any evaluative comments, to the St. Stephen's College Registrar's Office with course final grades. Student privacy is maintained by keeping the papers in a password-protected file or locked filing cabinet, which is accessible only by the Registrar's Office, and accessed only in the event of a grade appeal. This substantial piece of written work is retained for one year and permanently deleted/shredded after deadlines for grade appeals.

Academic Policies and Code of Student Behavior

St Stephen's College is committed to the highest standards of academic integrity and honesty. Students are expected to familiarize themselves with the academic policies, specifically the Code of Student Behavior ([Academic Calendar](#), p.16) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension from the College. Acceptance and retention of students in College programs remains contingent on acceptable academic performance and adherence to the values and code of conduct of the College.

LIBRARY SERVICES, TEXTBOOK PURCHASING AND RESEARCH SERVICES

University of Alberta Libraries Services

Students of St. Stephen's College have full borrowing privileges to access the collections and services of the University of Alberta Library System, including full access to the print and electronic collections, research databases, interlibrary loan services, reserve services, distance education services, research and publishing supports, teaching supports for faculty, access to library spaces, and borrower/user services. [Library access](#) is managed through UAlberta ONEcards and CCIDs (Campus Computing Identification). Upon registration in a St. Stephen's College program/course, the SSC Registrar's Office will issue each student a UAlberta CCID. CCIDs are used for electronic/remote access to e-collections, library account access, and access to student services. (Note: CCIDs will be renewed annually by the SSC Registrar's Office; password resets, if required, are also managed through the SSC Registrar's Office.)

Art Therapy Students

For Art Therapy students, a student membership to AATA and CATA is a recommended way to gain access to art therapy published articles. Taylor & Francis publishes the CATA Art Therapy Journal, which is available through the University of Alberta libraries: <http://www.tandfonline.com/action/doSearch?AllField=art+therapy>

Where to buy Textbooks

You can order from any online Bookstore such as Chapters.ca or Amazon.ca, or the publisher. Many texts are available as e-books from the library.

St. Stephen's College, Edmonton
July 23 – 27, 2020 - Instructor: David St. Arnault, Ph.D.

Student: _____

COURSE COMPONENT: Pre-course Assignment (30% of final grade)
6-9 pages - 12 point Times New Roman font, double spaced, Word document
Due July 21, 2020 by the end of the day (electronic submission)

Reflecting on your personal attitudes, beliefs, values and past experiences and the required readings, identify one ethical area where you think you might find (or have already found) challenging in therapeutic practice. Be sure to ground your discussion in at least one of the codes of ethics listed in the required readings. Include a brief description of a hypothetical or actual past clinical situation that illustrates your potential ethical challenge area and describe how you might (have or wished you had) resolve(d) the ethical issues involved. If you choose to use a real life example from your past, please be sure to remove any identifying information of any clients included. In text citations and references must be typed according to the format in the Publication Manual of the American Psychological Association Sixth Edition.

Marking Scheme

Clarity of Writing, APA Style (citations & references), and Grammar	/5
Description and rationale of anticipated ethical challenge(s). Including insight into how personal biases, preferences, values, beliefs and/or experiences might create ethical challenges.	/10
Description of clinical situation illustrating ethical challenge(s) and process of addressing ethical issues involved	/10
Thoughtful integration of required readings, including a minimum of one professional code of ethics.	/5
TOTAL	/30

Comments:

Signature:

Date:



UNIVERSITY OF ALBERTA

FACULTY OF ARTS

(A Word version of the current term syllabus template is available; contact Registrar at st.stephens@ualberta.ca)

St. Stephen's College

Course Title & Number (*Eg CATS 321 Art Therapy Fundamentals*)

Term and Year (*Eg Winter 2020*)

Instructor:

Office:

Phone: (*optional*)

E-mail: *Use your @ualberta email address, as per University of Alberta Electronic Communication Policy. Indicate how you would like the email titled, whether to email you directly or through eClass, the expected response time and whether or not you will reply to inquiries on weekends.*

Office Hours: *Choose a variety of different times on MWF and TR cycles to try to be more available*

Course Location, Days & Time: St. Stephen's College, 8810 112 Street (Room sign at entrance)

Teaching Assistant Information: (*if applicable*)

Course Description: *Copy from the [current](#) online Calendar. Include any pre-requisites*

It is your responsibility as a student to ensure that you have the appropriate prerequisite for the course.

Course Objectives and Expected Learning Outcomes: *State the main goals and objectives of the course. Make clear how your assessments are integrated into and aligned with the learning experiences and objectives of the course.*

Course Format: *For example, "The objectives of this course will be learned from a combination of formal lectures, guest presentations, assigned readings and audiovisual materials."*

Textbooks (and other Course Materials): *Indicate if a textbook is required or recommended. If recommended, then required reading for the course cannot be from the textbook.*

Additional Course Fees: *List of any other course fees (eg. art fee)*

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class:

Add/Delete Date:

50% Withdrawal Date:

Withdrawal Deadline: Winter deadline is April 1, 2020

Last Day of Class:

Final Exam Date (if applicable): [See the Fall / Winter Exam Planner for the date, time and location.](#)

Lecture Schedule & Assigned Readings: (*A table can be created and cut and pasted into this document*)

Week	Dates	Topic	Readings
1	Jan 3, 5, 7	How To Write a Syllabus	Chapter 2 & 13
2	Jan 10 & 12	Joys of formatting	http://www.JoF.ca
2	Feb 14	Midterm #1	

NOTE TO INSTRUCTORS ABOUT QUIZZES and/or EXAMS:

Course assessments vary across disciplines and assignments are to be tailored to each course (for example, a course is not required to have in-class quizzes or a final exam). Normally St. Stephen's College University of Alberta credit courses (SPRIT or CATS) do not have final exams. If a final exam is desired, it is usually a 'take-home' exam handed out to students no sooner than the last day of class, and due from students on the regularly scheduled final exam date.

Components of Course Grade: %'s for each component, including participation &/or attendance; give dates or due-dates for tests or assignments counting for 10% or more; link assessments to course objectives &/or learning outcomes.

Component	Weighting	Date
Participation	10%	Full term
Midterm #1	20%	Jan 14
Assignment #1	30%	Feb 3
Quiz	10%	Mar 16
Final Assignment or Exam	30%	Apr 15 ***

FYI: Students should receive the mark for at least one significant piece of term work in time for discussion with the instructor prior to the last day to withdraw from the course. Due dates for all assignments should be listed in the syllabus. Once written in the syllabus, weighting and timing of exams and assignments cannot be changed.

NOTE TO INSTRUCTORS ABOUT FINAL ASSIGNMENT DEADLINE IN A COURSE WITH NO FINAL EXAM:

The University Calendar states that the final term paper in a course with no final exam must be marked and returned to the students by the last day of the examination period (the examination period is typically the two weeks after last day of class). So the **due date for the final term paper can be any time between the last day of class, and up to a few days before the end of the examination period** (a date of your choosing that allows you time to mark all the papers). The last day of exams each term is in the University's Academic Schedule: [University of Alberta - Acalog ACMS™ \(ualberta.ca\)](https://calendar.ualberta.ca/content.php?catoid=28&navoid=6961#Evaluation_Procedures_and_Grading_System).

In this course: *Here instructors should describe how "attendance" and "participation" are evaluated if they are a component of the course grade.*

University of Alberta Evaluation Procedures and Grading System

https://calendar.ualberta.ca/content.php?catoid=28&navoid=6961#Evaluation_Procedures_and_Grading_System

Assigning Grades: Grades reflect judgements of student achievement made by instructors and must correspond to the associated descriptor. These judgements are based on a combination of absolute achievement and relative performance in a class. Faculties may define acceptable grading practices in their disciplines. Such grading practices must align with the University of Alberta Assessment and Grading Policy and its procedures, which are available online at the University of Alberta Policies and Procedures Online (UAPPOL) website (<https://policiesonline.ualberta.ca>).

Course Grades Obtained by Undergraduate Students

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
	D	1.0
Failure	F or F4	0.0

Course Grades Obtained by Graduate Students:

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
Satisfactory	B-	2.7
	C+	2.3
Failure	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	F	0.0

Grading: Following is the grading scale followed by faculty at St. Stephen's College: *Every course syllabus must contain clear information about how marks will be translated into grades.*

A+	90 - 100%
A	85 - 89%
A-	80 - 84%
B+	77 - 79%
B	73 - 76%
B-	70 - 72%
C+	67 - 69%
C	63 - 66%
C-	60 - 62%
D+	57 - 59%
D	50 - 56%
F	0 - 49%

NOTE TO INSTRUCTORS ABOUT GRADE SUBMISSION:

Grades are due (to St. Stephen's Registrar) 5 business days after the final assignment deadline [along with interim grades for each student, and a copy of their major paper]. St. Stephen's College Dean may, on the recommendation of the instructor, approve a final grade of Incomplete (IN) where (a) an undergraduate student has, for compelling reasons, been unable to complete all the term assignments, and (b) the instructor and student, in advance of the due date of final major assignment, have discussed and agreed upon a completion date which is within 10 days after the end of the examination period for the term in which the course is taken. In extreme cases, where the completion date must exceed the normal 10-day period, contact St. Stephen's College Registrar for further information.

Past (or Representative) Evaluative Material: *According to [GFC policy](#), every course syllabus must state how students will be given access to past or representative evaluative course material. You have the choice to use the exam registry, to post something on eClass, to provide hard copies to each student, etc.*

Attendance: Regular attendance is essential for optimal performance in any course. *Explain how the Calendar policies on "[Attendance](#)" will be applied in your class.*

Policy for Late Assignments: *Make sure your policy is clear and that it is applied fairly and equally to all.*

Missed Tests and Assignments: *Explain what you require the student to do in order to make up for missed tests and assignments. Approval of an excused absence from term work is at the discretion of the Instructor. Students must request approval for missed term work within two working days of the absence (or as soon as possible with due regard for the circumstances) and complete a "Request for Excused Absence or Deferral of Term Work" form available in the forms folder in the Undergraduate Teaching section of the Arts Intranet. This request should be kept in the class record book for 3 months after the end of classes as it may be requested by the Faculty office if the student applies for a deferred final examination or makes a grade appeal.*

Common sense and compassion should be the guiding factors in deciding whether the student's circumstances justify granting an excused absence. Acceptable reasons include incapacitating illness, severe domestic affliction or religious reasons. Students cannot be required to present medical documentation to support absence due to illness. For more detailed information, examples and a list of options if approved visit: <https://www.ualberta.ca/registrar/examinations/exam-guidelines-for-instructors/what-to-do-when-a-student-is-sick>

Transferring the weight of missed work to the Final exam could result in the student not being approved for a deferred final examination as they may not have completed the required 50% of term work. Instructors should warn students about this possibility.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Student Responsibilities:

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See [Academic Discipline Process](#).

Recording of Lectures: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Learning and working environment:

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

Copyright: *Instructor's Name*, Faculty of Arts, University of Alberta (*year*) [*some professors have been adding a copyright statement. It is not really necessary, but it may be useful to reinforce the fact that your syllabus is your intellectual property.*]