St. Stephen's College
Student Handbook
2024-2025

STUDENT HANDBOOK
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The Student Handbook is available on the College website on the Student Files page.

ST. STEPHEN'S COLLEGE STUDENT HANDBOOK

CONTACT INFORMATION

Address
St. Stephen's College
at University of Alberta
8810 112 Street
Edmonton Alberta Canada T6G 2J6

Phone
780-439-7311 or 1-800-661-4956 (toll free in Canada)

Email and Website
st.stephens@ualberta.ca
https://www.ualberta.ca/st-stephens
Contact information for Faculty and Staff is on the College website under 'About/Faculty and Staff'.

Who do I contact with Questions?

Topic / Question	Key contact
Academic guidance for students as they progress through the program requirements of their degrees and certificates	MPS Co-Chair: Lorraine Smith-MacDonald MPS Co-Chair Art Therapy: Marie Muggeridge DMin Chair: Sheryl Johnson MTS: Fred Tappenden (with Kehinde Olabimtan)
• MPS practicum course and placement information • MPS personal therapy requirements	MPS Clinical Director: Danielle Charron
• MPS thesis information	Nick Jacobs, Research Director (MPS)
• Matters which affect the College as a whole • Academic appeals	Frederick Tappenden, Principal and Dean
• Academic and administrative policies • eClass access and computing ID (CCID) • Convocation and Academic Senate issues • DMin application documentation/process/files	Shelley Westermann, Registrar
• Course registration/payment • Degree program fee payments • Student ID cards • Course syllabus requests • Grade inquiries • Transcripts • Textbook inquiries	Kelly Parson, Assistant Registrar
• Questions about degrees and certificates in the Department of Psychotherapy and Spirituality • MPS application documentation/process • MPS practicum documentation/process • MPS thesis documentation/process • MPS student file management	Tammy Chizen, Department Administrator, Department of Psychotherapy and Spirituality
• General inquiries/reception • Booking meeting space • Payment for photocopying/printing • Building maintenance issues • MTS application documentation/process/files	Lianne Bouwmeester, Administration Assistant and Receptionist
• College marketing • Donations • Special event coordination • Website management	Lauren Calleja, Development Officer
• Supervised Psychospiritual Education in Alberta • How to be a spiritual care practitioner	Kathy Marshall-Spate, AC-SPE Program Coordinator
• Information about the AC-SPE Program • CPE course logistics	Salimah Mohamed, AC-SPE Provincial Program Administrator / SSC Student Placement Coordinator

ST. STEPHEN'S COLLEGE HISTORY IN BRIEF AND DEGREE-GRANTING AUTHORITY

St. Stephen's College is a graduate school founded by The United Church of Canada and an Affiliated College of the University of Alberta in Edmonton. An Act to Incorporate St. Stephen's College (April 27, 1927; amended 1968) authorizes St. Stephen's College to confer degrees in theology. The College also teaches undergraduate and graduate University of Alberta credit courses, through the Faculty of Arts. St. Stephen's College is accredited by the Commission on Accrediting of The Association of Theological Schools (www.ats.edu) and is approved to offer the following degrees: Master of Psychotherapy and Spirituality, Master of Theological Studies, and Doctor of Ministry.

The Government of Alberta Ministry of Advanced Education licenses and certifies private post-secondary institutions. As a divinity school, St. Stephen's College is categorized as a private post-secondary institution. Institutions which fall under this category are listed here. This list includes other divinity/ theological schools/ colleges in Alberta. Campus Alberta Quality Council does not approve degrees in divinity. Information on College governance, including a copy of the Act, can be found on the College website.

Students intending to use St. Stephen's College degrees towards further higher education or for registration with professional counselling or other associations, in or outside of Canada, should be aware of the requirements of the institution, association or country they wish to apply that education toward. St. Stephen's Art Therapy programs meet the Educational Standards of the Canadian Art Therapy Association (CATA). A number of theological colleges throughout Canada accept transfer credits from St. Stephen's College; however, public universities will most likely not accept transfer credits from a divinity school. Students planning to transfer to other institutions should be aware of the specific program requirements at that institution.

FACULTY STATEMENT

St. Stephen's College Faculty is committed to the promotion of an environment that fosters learning for all in an atmosphere of trust and support. St. Stephen's College Faculty is committed to providing an environment of equality and respect for all people within St. Stephen's community, and to educating faculty, staff and students in developing teaching contexts that are welcoming to all.

ACCESSIBILITY: CLASSROOM AND PRACTICUM PLACEMENT SUPPORTS

St. Stephen's College promotes an accessible, inclusive, and universally designed environment. Individuals with documented disabilities are connected to the resources and supports needed to achieve full potential. We serve prospective and current students with disabilities affecting mobility, vision, hearing, learning, and physical or mental health. Students with disabilities may require accommodation support in courses and in practicums or other experiential learning courses. In a reasonable accommodation process, both the student with a disability and the College have rights and responsibilities. Clear communication and collaboration between all parties is the most reliable way to arrive at, and implement, effective classroom and field placement accommodations. While the instructors of the department delivering the course have knowledge regarding the competencies required for successfully passing a course or placement, the student has knowledge about the implications of the disability in meeting academic demands and specific tasks. We recommend that students who foresee requiring support in their courses or experiential learning initiate discussion with the St. Stephen's College Registrar's Office as early as possible, so that accommodations can be arranged through the Registrar's Office with the instructor or Department Chair. St. Stephen's College students can access the University of Alberta Academic Success Centre, which offers accommodations assessments and academic supports.

The lower level of the college is wheelchair accessible; students unable to navigate stairs should notify the College when registering so that appropriate classroom space is utilized. Also, some of the settings in which students do practicums are not wheelchair accessible. Some practicum sites may be unable to accept students with disabilities who require aids such as a walker, wheelchair, service dog, a cane, etc.

Finally, students with disabilities need to be thoughtful about whether their disability will make it difficult or impossible for them to be admitted to practicum settings and, on graduation, to employment (including acquisition of professional certification/registration) in their chosen profession. Whether some form of disability is already in evidence at the time of application or becomes apparent after admission, the student's academic and experiential learning will be enhanced by clear communication and collaborative

efforts and it is expected that the student will take responsibility for initiating conversation with the college Registrar and the Department Chair concerning their situation.

HEALTHY AIR

The St. Stephen's College building is a scent-free zone. Please help us keep the air we share healthy and fragrance-free. The chemicals used in scented products can make some people sick, especially those with fragrance sensitivities, asthma, allergies and other medical conditions. Please do not wear perfume, cologne, aftershave and other fragrances, and use unscented personal care products.

The College has portable air purifiers with medical grade HEPA filters in all classrooms and common spaces. These units are tailored to our spaces to ensure a minimum of four air-changes per hour. Air purifiers should remain running at all times on "Setting 2". Whenever possible, faculty and students are encouraged to open windows and other ventilation points, to allow for fresh air circulation.

ST. STEPHEN'S COLLEGE COURSES

Course Types and Academic Standards
See Appendix 1.

How to Proceed with a St. Stephen's College Course
This Handbook will give you some starting points for successful completion of courses. It has been created to give students some written guidelines to follow when academic or procedural questions come up. If personal guidance is desired, please call the Registrar's Office at St. Stephen's, and someone there will be glad to help.
- Take the time to read the entire course syllabus before you delve into the first assignment.
- Get a sense of the timing suggested for the course work and how it will fit in and around your schedule. Look at a calendar as you walk through the course.
- Assignments are meant to help you through your learning. Dates are sometimes negotiable in extenuating circumstances; discuss that with your instructor prior to the assignment deadline.
- Get to know your instructor. Call or email when you have questions. Submit the first assignment early to get more sense of the instructor's style.
- Find someone to discuss the course with – a mentor, a colleague, a religious practitioner, a friend, your partner.

You will be asked to submit your evaluation of the course. Your comments are important to our efforts to offer effective courses.

How to Register for a Course
You will register for St. Stephen's College credit courses here. Course fees and tuition payment methods are published here.

For week-long intensive courses, an extensive amount of preparation is required, and students are required to register one month in advance. Registration deadlines are published in the annual course schedule. Late registrations for some courses are accepted, if students can be prepared for the course (including acquiring syllabus, texts, and completing any pre-course assignments); a late fee of $75 applies. If you are not in a degree, but want to take a course for interest, you may register for credit as an Open Studies student, or on an Audit basis.

Information about how to register for a University of Alberta credit course (as an Open Studies student) is available on the University website. University of Alberta courses taught at St. Stephen's are listed here. Contact the St. Stephen's Registrar's Office if you need assistance.

Submitting Assignments
When submitting and/or exchanging files that relate to courses, students and faculty should use file names that are clear and (when relevant) indicate your name, document title, assignment name (if relevant), date, and/or course number.

Course Extensions

The course extension policy is in the Academic Calendar. Course extensions may be granted in extenuating circumstances (eg. medical reasons); the request must be made before the assignment deadline. The 'Course Extension Request' form is available online at the Student Files page.

Course Withdrawal-Academic

Students who wish to withdraw from a course must notify the Registrar's Office in writing (st.stephens@ualberta.ca) by the dates specified below. The College treats all students in an equitable fashion by adhering to published withdrawal deadlines.

Action / Grade	Length of Course Session				
	60 days or less (less than 2 months)	61-120 days (~2-4 months)	121-180 days (~4-6 months)	181-240 days (~6-8 months)	241+ days (~8+ months)
	Withdraw by:				
Registration Delete (no academic record)	End of first day of course	7 days after course start date	7 days after course start date	30 days after course start date	30 days after course start date
Withdrawal (Grade of W)	30 days after course start date	30 days after course start date	60 days after course start date	90 days after course start date	120 days after course start date
Withdrawal with Cause (Grade of WC)	Withdraw with cause anytime between the "Withdrawal (Grade of W)" deadline and the final assignment due date. Granted only in cases of serious illness or other extenuating circumstances (documentation required). *[REFER TO ACADEMIC CALENDAR FOR FULL POLICY]*				

For tuition refund policy, refer to Academic Calendar.

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 CALENDAR

The Academic Calendar is the College's major publication, and it includes admission procedures and deadlines, **academic regulations** (including grading and extension policies), programs of study, academic standards, **degree requirements**, and information about **tuition and financial policies**. By the act of registering for a course of study, each student at St. Stephen's College agrees to observe and be bound by the terms, conditions, academic standards, rules, regulations, policies, and codes of behavior contained or referenced in the Calendar. It is the student's responsibility to be aware of the contents of the Calendar.

CCID and EMAIL

For the duration of their studies at St. Stephen's College, students enrolled in programs and/or courses will be issued a University of Alberta computing ID (CCID). CCIDs are used to access eClass, library services, and if applicable, the research ethics portal. For the duration of their studies, students are asked to conduct all College correspondences using the ualberta.ca email address that is associated with their CCID. You may choose to set up automatic forwarding from your ualberta.ca email to your personal email. 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 and will no longer be renewed once a student completes their studies at St. Stephen's College.

COMMUNICATIONS WITH COLLEGE FACULTY/STAFF

When exchanging emails, or attaching files that relate to program components, students should use file names and email subject lines that are clear and indicate your name and specifics about program component (if relevant).

STUDENT CARDS

The College provides a Student Identification Card to students who wish to have one. The main benefit of this card is the potential for commercial discounts. In order to receive a student card, students are required to submit a photograph via email to st.stephens@ualberta.ca (jpeg format). Student cards are issued to students in degree, diploma and certificate programs upon receipt of the program fee, normally in July, or to CPE students upon request.

DEGREE PROGRAM MANUALS

Students in degree programs access online degree program manuals specific to their program via the College website www.ualberta.ca/st-stephens using the 'St. Stephen's Programs/Files Cabinet' tab. Students are notified of any changes to Degree Program Manuals by email. Degree manuals contain detailed information about the degree requirements, and the forms necessary to navigate through practicums, thesis/dissertation and major papers and projects.

RESEARCH ETHICS

All research conducted at St. Stephen's College that involves human participants must receive research ethics review and approval before research commences. The Academic Senate of St. Stephen's College requires all ethics review for research conducted by St. Stephen's students be conducted through the Research Ethics Office (REO) of the University of Alberta. The University of Alberta REO has the authority to approve, propose revisions to, or deny any proposed or ongoing research on the part of students or faculty. Guidelines and instructions are located on the College website.

TEXTBOOKS

Acquiring Required Texts
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.

LIBRARY AND RESEARCH 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.)

GUIDELINES FOR WRITING PAPERS

Referring to Appropriate Style Guide
We strongly recommend that students purchase their own writing style guide, and that it be the most recent edition, or a version not older than two years for thesis/dissertation students. This will become essential if students are writing a thesis or dissertation. One of the two following books is recommended, depending on student's degree program or area of research:

- The most recent edition of Turabian, Kate L., Wayne G. Booth, Gregory G. Colomb, and Joseph M. Williams ***A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)***. Except for a few minor differences, the overall style promulgated by Turabian is the same as *The Chicago Manual of Style.* While *The Chicago Manual of Style* is focused on giving style guidelines for publishing in general, Turabian is focused on student papers, dissertations and theses. (This style is typically used by the **MTS/BTS and DMin** Programs.)
- The most recent edition of ***Publication Manual of the American Psychological Association***; Washington, DC. (This style is typically used by the **MPS and PMATD** Programs. It may also be used by **DMin** students who work in social science fields or who may want to publish in those areas.)

Students should consult with their Department Chair before choosing a manual and/or writing style if it is the one not typically used in their program. Once a style guide is chosen, it will be used for all papers throughout the program. Title pages for assignments should include student name, date submitted, student degree program, title and date of course.

Formulating Documentation

The purpose of **documentation** is to acknowledge and to provide the locations of sources. To ignore this requirement is to commit plagiarism, or the practice of claiming someone else's work as your own. The penalties for plagiarism range from failing the course for which the student has written the essay to being required to withdraw from the College. Documentation is especially vital in a research essay, which usually requires a substantial number of sources.

Students must document their sources in two ways. First, throughout the text, students must cite the source of a direct quotation or paraphrase, or the use of someone else's idea. Such citations appear immediately following the reference. Common knowledge, such as the fact that Shakespeare wrote Hamlet, does not need to be documented. Second, students must prepare a list of works cited, and place it at the end of the research essay, in which full bibliographical information appears for each of the works mentioned in the essay.

For quick reference, students may wish to refer to a website related to the particular documentation and writing style they are following. Here is a sampling of websites:

APA	Typically used for: Dept of Psychotherapy/Spirituality (may be used for DMin)	www.apastyle.org/ http://guides.library.ualberta.ca/citing https://apastyle.apa.org/blog
Turabian/University of Chicago	Typically used for Dept of Theology	www.chicagomanualofstyle.org/16/contents.html http://guides.library.ualberta.ca/citing

Use of Inclusive Language in Scholarly Reporting

St. Stephen's College policy requires staff and students to use, in their speech and writing, language which is non-discriminatory and inclusive of all persons, respecting diversity of ability, ethnicity, faith tradition, worldview, gender identity, and sexual orientation. The College requires inclusive language in course work, in publications of the College, and in its community life. The intent of the policy is to stretch people beyond sexism, racism, and other exclusive habits and assumptions. All people deserve recognition and respect in our communications.

The following are some helpful guidelines for recasting sentences in inclusive language.
a) Use synonyms for man when the sense is generic, e.g., human beings, persons, people, individuals, humanity, human kind, men and women, women and men, figures, personalities.
b) In theological literature one frequently meets expressions referring to attributes 'of man' or 'of God'. A useful alternative is the use of adjectives such as human nature, human wisdom and divine love, or divine mercy. This technique will help avoid the use of the masculine possessive pronouns 'his' or 'His'.
c) Pronouns referring to a singular antecedent noun create special problems. One solution often used is the use of 'he/she/they', which may require a shift to the plural. Thus, 'the doctor must speak more clearly if <u>she</u> is to be heard' becomes 'doctors must speak more clearly if <u>they</u> are to be heard', or 'All are responsible for <u>their</u> own speech'.

Writing/Editing Assistance

NOTE: For assistance with developing graduate-level writing skills, St. Stephen's College students are eligible to register for workshops at the **Academic Success Centre at the University of Alberta**: https://www.ualberta.ca/current-students/academic-success-centre and pay the same workshop fees as University of Alberta students.

The Academic Success Centre also offers personalized assistance for papers and theses. The Academic Success Centre occasionally has names of editors that they will pass on, but not necessarily endorse. It is a situation of "buyer beware" as there are many so-called "editors" who may not be dependable.

The University of Alberta Libraries offer free library workshops and training:
https://ualberta.libcal.com/calendar/workshops/?cid=5415&t=d&d=0000-00-00&cal=5415

If students need help with proper formatting and/or editing, they may wish to consider an editing service. Three editors to consider, who have worked with St. Stephen's students:
"To the Letter" (formatting assistance): http://www.totheletter.ca/services.htm
Susan McBroom, PhD (editing assistance): Email: susanjomcbroom@gmail.com
Sasha Braun, Windswept Editing: http://www.windsweptediting.com/

PUBLISHING GUIDELINES

Introduction
Members of the St. Stephen's community are actively engaged in learning and research. It is important that the research and writing becomes available to the academic community as well as the general public. Publishing is one way of connecting with a wider audience.

Purpose of Publishing
Some reasons to publish writing are:
- to share your reflections on your experiences or reading;
- to share research that you are doing;
- to stimulate debate on a wide range of topics; or
- to address issues in society.

Types of Publishing
Publishing can take a variety of forms depending on the type of writing you are doing and the audience you wish to reach. Some options are:
- websites ranging from personal websites to professional journals;
- blogs that allow you to determine the content of the material you want on the site;
- informal notes or personal journals;
- magazines or journals;
- letters to the editor of local papers or magazines;
- newspaper opinion columns to influence the direction an issue is taking or to look at the world in a new way; and
- books.

Rewards of publishing
After all the hard work of researching and writing it is good to have your work recognized by a larger audience. Some rewards of publishing your work include:
- establishing your reputation as a scholar;
- letting people know you have something to say;
- getting invited to conferences;
- getting grants;
- establishing yourself as an expert; or
- being asked to serve on committees and Boards.

Purpose of these guidelines
The students, faculty and members of larger St. Stephen's College community are encouraged to publish their work. These guidelines are intended to provide you with general suggestions to consider when publishing your work.

Formatting
Publications, whether they are journals, newspapers or online sites, have specific guidelines regarding length of articles, fonts, headings, page numbering and so on. You will need to consult these publications for such details. In general, it is better not to use the automatic paragraph or numbers generated by your computer because this formatting may be lost when the article is converted to another format for publishing. It is better to insert numbers and letters manually.

Spelling and grammar
St. Stephen's College is a Canadian institution and therefore British/Canadian spelling should be used. The Canadian Oxford Dictionary, 2nd edition can be used as a resource. It is recommended that a copy editor be engaged to check the article for grammar and clarity.

Authorship
People who have been involved in writing the article or in the research need to be recognized. People who need to be listed include those who were involved in the research design or the acquisition, analysis or interpretation of data and/or drafting the paper or revising it critically. Each of these authors must approve the article before submitting it.

If there are multiple authors submitting an article, the corresponding author should make sure that all the information is communicated to the other authors and that the final version for printing is approved by each author. When listing the authors, the contributions of each one should be stated.

The work submitted should be original work, not previously published work. Abstracts, posters at conferences and results presented at a meeting are generally not considered prior publications.

Conflict of interest
If funders are involved in the research they should be recognized and other sources of support for the publication of the work should be acknowledged in the text of the paper. If you have a financial interest in any company or institution that might benefit from the publication of the article, this connection must be noted.

Copyrights
All copyright laws and regulations must be followed. Letters regarding any copyrighted materials should be included with the article. Footnotes and references should indicate the source of materials used in the research and article. Links to websites can be used to reference specific electronic documents. However, judgment must be used when citing sources from the internet. Online sources should only be cited to if the site archives material for a reasonable length of time, i.e., several years. You should check on the copyright policy of the publication to which the article is submitted. Some magazines may pay you for the article and it then becomes their property. Other publications lease the copyright from you. You should know what the publication's rules are regarding your work.

Ethical standards
If the research involved human participants, proper consent should have been obtained. The article should state that the ethical guidelines of St. Stephen's College were followed. All articles must show respect for other cultures and heritage when making statements or publishing images.

Internet Publishing
Publishing on the internet is an attractive option for many authors. Whether you choose an online journal or a blog, you have the potential of reaching a large audience. Mindi McDowell, Matt Lytle and Jason Rafail of US-CERT provide the following tips for publishing online:
- View the internet as a novel, not a diary. If you are writing an online journal or a blog, write with the expectation that people world-wide will have access to what you are writing. Make sure you feel comfortable with having this information about you known to many people.
- Be careful about how much personal information you reveal because it will be accessible to the world. The more information you include the easier it is for others to misuse information against you.
- Realize that you cannot take back what you write in the internet. You can remove material but you do not know who has downloaded or saved a copy of the material and can continue to use it or to put it back on the web.

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 assignments weighted approximately 10-25% of course mark (eg. book review, class presentation, mini-project, reflective writing, or examination).	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).	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).	Generally, there will be a number of minor assignments and/or clinical evaluations weighted approximately 10-25% of course mark (eg. case study, self-analysis, verbatims, clinical activity reports, etc.).	Generally, there will be a number of minor 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.				