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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 Director of Academic and Administrative Services. 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.

MISSION

To be a multi-faith community that offers sacred spaces for learning and transformation.

OUR VALUES

We are deeply committed to the values rooted in our experience and those that shape our response to changing rural, urban and global perspectives. These values help define our life together and are characterized by:

- High standards and commitment to scholarship and academic excellence, with academic freedom to explore theology and spirituality;
- Academic programs and policies that are grounded in adult learning principles and are learner-centered;
- Accessibility to theological education through a multi-faceted program that creates communities of learners;
- Integration of theory and practice.

We seek to achieve these values through:

- Inclusivity and justice in language and practice for all persons, regardless of race, creed, gender, sexual orientation and gender identities or disabilities;
- Commitment to social justice and ecological responsibility;
- Honoring and understanding the need to be in care of one another;
- Resiliency and creativity in the presence of a constantly changing social climate;
- Consultative ethos, including academic planning and decision-making processes characterized by open communication, widespread consultation, and transparency;
- Mutual respect for and honouring of diverse cultures, locally and abroad;
- Openness to risk-taking, innovation and flexibility in offering of programs, in our relationship to the communities around us, and in supporting faith communities as they undertake theological reflection;
- Shaping of our theology by the contexts in which we live and work and have our being, and solidarity with those who suffer;
- Financial stability and accountability.
1.0 ST. STEPHEN’S COLLEGE COURSE OUTLINE/ SYLLABUS

St. Stephen’s College delivers courses in a variety of formats: classroom, online, independent study, and blended (a combination of classroom and online learning). The modes of delivery are different, but each course outline must contain the information below. Course outlines are submitted to the Registrar’s Office of St. Stephen’s College 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, or through EBSCO (Academic Search Complete), for which the College has a subscription.

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 web-site 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 must 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 must be recorded on the individual student’s rubric (see sample rubric, Appendix 1) and also on the Final Grade Report form, which are submitted to the College. 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 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’s Office with course final grades. This substantial piece of written work is retained for one year and shredded after deadlines for grade appeals.

g. 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.

h. Instructors are expected to submit the final course grades (in percentage format, or
Satisfactory, Fail, or In Progress where applicable), as well as the complete grade record and marking rubrics, to the Office of the Registrar one month after the final assignment due date. Instructors are expected to give students their final grade when final assignments are returned to students. The final course grades are approved by the Dean, and distributed to students by the Registrar’s Office within two weeks.

2.0 ACADEMIC GUIDELINES

2.1 Course Numbering and Credits
The course numbering system at St. Stephen’s College is as follows: Doctoral level: 700; Master level: 500; Bachelor level: 300 or 400. Three-credit courses at St. Stephen’s College consist of a minimum of 35 hours of class time. Masters students may not take for credit any undergraduate courses in their field of study and/or area of specialization to satisfy the core program requirements; however, in some instances, an undergraduate course may be taken to satisfy one elective requirement, with the permission of the Degree Department Chair. Doctoral students normally complete all courses at the 700-level; however, with the approval of the DMin Chair, doctoral students may enroll in one 500-level course to satisfy course requirements.

2.2 Academic Guidelines
These Academic Guidelines contain recommendations for the quality and quantity of academic work for Doctoral, Master, and Bachelor-level courses.

Academic Guidelines: Doctoral Level 3-Credit Course
1. Extensive reading in the literature of a particular topic with emphasis on primary sources. (At least 10 classic or up-to-date articles plus research on philosophically-based books.)
2. One major assignment (eg. specialized paper or project) weighted approximately 40% of the course mark. If a specialized paper, it should be at least 4000-5000 words (16-20 pages double-spaced) with proper annotation and bibliography of significant works (normally 8 books and 8 articles) in the area. It should include works that represent at least two viewpoints and perspectives. A project should be the equivalent amount of research and work.
3. A number of minor assignments weighted approximately 10-25% of course mark (eg. book report, class presentation, mini-project, reflective writing, or examination).
4. Should the course lend itself more to smaller assignments in lieu of #2 and 3 above, there should still be a minimum of 7500 words (30 pages double-spaced, not including cover page, figures, tables, artwork, appendices, or references/ bibliography) of writing for the course.
5. Attendance and class participation will be given due recognition. Online courses will maintain the class participation requirement by means of email or online discussion groups; independent study courses will be exempt, putting more weight on the other course assignments.
6. Through their assignments, students must demonstrate an advanced understanding of the subject matter in terms of philosophical analysis, critical evaluation, and assessment (including sensitivity to diversity). Students are expected to demonstrate original thought that advances or creates knowledge, understanding, and integration in the subject area. Command of the English language and the ability to understand and communicate clearly, both verbally and in academic writing, is also expected.
7. The above guidelines are to be considered the norm for St. Stephen’s College. However, St. Stephen’s College may approve a 3-credit course with divergences of teaching methodology and assignment structures if the instructor provides a rationale to justify such divergences.
8. Doctoral 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.

Academic Guidelines: Master Level 3-Credit Course
1. Approximately 1000 pages of reading including textbook(s) and 4 classic or up-to-date articles.
2. One major assignment weighted approximately 40% of the course mark (eg. technical paper or project). If a technical paper, it should be at least 4000–5000 words (16–20 pages, double-spaced) with proper annotation and bibliography of at least six books and six articles reflected in the paper. A project should be the equivalent amount of research and work.
3. A number of minor assignments weighted approximately 10–25% of course mark, eg. book report, class presentation, mini-project or examination (totaling 10-15 pages, double-spaced).
4. Should the course lend itself more to smaller
assignments in lieu of #2 and 3 above, there should still be a minimum of 7500 words (30 pages, double-spaced) of writing for the course, not including cover page, figures, tables, artwork, appendices, or references/bibliography.

5. Attendance and class participation weighted approximately 10% of course mark. Online courses will maintain the class participation requirement by means of email or online discussion groups; independent study courses will be exempt, putting more weight on the other course assignments.

6. 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 academically justify such divergences for a 3-credit master level course.

7. Through their assignments, students must demonstrate an understanding of the subject matter in terms of analysis, evaluation, and assessment (including sensitivity to diversity). Students are expected to demonstrate some original thought that advances the student's knowledge and understanding of the subject matter. Command of the English language and the ability to understand and communicate clearly, both verbally and in academic writing, is also expected.

8. Graduate students are expected to perform to a minimum grade level of 66% in an individual course, and also maintain a grade average of 70% in their program.

Academic Guidelines: Master Level 3-Credit Art Therapy Studio Elective Course

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.

1. Approximately 500 pages of reading including book(s) and/or articles.
2. One major assignment weighted approximately 40% of the course mark (eg. arts-based project or integrative paper). An integrative paper should be at least 16-20 double-spaced pages (not including cover page, figures, tables, artwork, appendices, or references/bibliography), with degree-designated (APA or Turabian) formatting, and must include at least two books and one article. An arts-based project should include a coherent series of creative works developed during the course or one integrated piece of art with an accompanying 10-12 page reflective/integrative component.

3. A number of minor assignments that will be weighted according to guidelines provided by the instructor.

4. Attendance and class participation will be weighted according to guidelines provided by the instructor. Online courses will maintain the class participation requirement by means of email or online discussion groups. Independent study studio elective courses may include participation in group studio activities; if not, more weight will be placed on other course assignments and independent studio work.

5. 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 academically justify such divergences for a 3-credit master level course.

6. Students must demonstrate an advanced understanding of the subject matter in terms of philosophical analysis and critical assessment—with some original thought which advances knowledge and understanding of it—as well as command of the English language and the ability to understand and communicate clearly in it, both verbally and in writing.

7. Graduate students are expected to perform to a minimum grade level of 66% in an individual course, and also maintain a grade average of 70% in their program. Studio courses are graded on a pass/fail basis; a grade between 66%-100% would earn an ‘S’ for Satisfactory.

Academic Guidelines: Bachelor Level 3-Credit Course

1. Approximately 800 pages of reading including textbook(s) and 2 classic or up-to-date articles.
2. One major assignment weighted approximately 40% of the course mark (eg. technical paper or project). If a technical paper, it should be at least 3500 words (14 pages, double-spaced) with proper
annotation and bibliography of at least 6 books and 3 articles reflected in the paper. A project should be the equivalent amount of research and work.

3. A number of minor assignments weighted approximately 10-25% of course mark (eg. book report, class presentation, mini-project or examination).

4. Should the course lend itself more to smaller assignments in lieu of #2 and 3 above, there should still be a minimum of 5500 words (22 pages, double-spaced) of writing for the course, not including cover page, figures, tables, artwork, appendices, or references/bibliography.

5. Attendance and class participation weighted approximately 10% of course mark. Online courses will maintain the participation requirement by means of email or online discussion groups; independent study courses will be exempt, putting more weight on the other course assignments.

6. 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 academically justify such divergences for a 3-credit undergraduate level course.

7. Students must demonstrate an understanding of the subject matter in terms of content, with some ability to philosophically assess and engage it, as well as command of the English language and the ability to understand and communicate in it, both verbally and in writing.

8. Bachelor students are expected to perform to a minimum grade level of 50% in an individual course, while maintaining an overall grade average of 62% in their program.

2.3 Course Format (adding eClass to a classroom course)
St. Stephen’s College offers credit courses in a variety of formats – classroom style, online, or a combination of the two. Instructors have the option of adding eClass/Moodle to their classroom course for both St. Stephen’s College credit courses, and 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):
https://support ctl.ualberta.ca/index.php?/IST/Knowledgebase/List/Index/22/eclass

The Registrar’s Office can set up an eClass related to your classroom course upon request; instructors should make the request at least one week in advance so both the instructor and students can receive a University of Alberta computing ID (CCID).

2.4 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.

3.0 INTENSIVE COURSES

3.1 Guidelines for Teaching an 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
–plan a lunch for Friday noon – the students might be interested in a pot-luck. This is a key way to building community.

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 teleconference 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
– teleconferences or 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.”

3.2 St. Stephen’s College Marking and Grading Policies
See page 16 in Academic Calendar: http://ststephenscollege.ca/publications/academic-calendar
or page 14 of this Handbook in sample St. Stephen’s College credit course outline.
### 3.3 Sample St. Stephen’s College Credit Course Outline

**Professional Ethics for Psychotherapy and Spiritual Care [PPSYC583]**  
**July 23 - 27, 2018 (Monday–Friday, 9:00am - 5:00pm)**  
**St. Stephen’s College**  
**8810 112 Street Edmonton**

**Registration Deadline: June 22, 2018**  
**Maximum enrollment: 18**

**Instructor:**  
David St. Arnault, Ph.D., R.Psych.  
Phone: 780-xxx-xxxx (cell)  
E-Mail: dxxxx@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.

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**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.

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**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 counseling, 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 counseling/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.


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)
     AND
   - Canadian Art Therapy Association/ Association Canadienne d’Art Thérapie (CATA/ACAT)

*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:

http://search.ebscohost.com

To access this article: http://cjc-rcc.ucalgary.ca/cjc/index.php/rcc/article/view/935


http://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.

To Access the EBSCO Articles, sign into http://search.ebscohost.com
User ID: ns121007 Password: SSCstudent!20
click on EBSCOhost Web; Academic Search Complete; Copy and paste article title and search

RECOMMENDED READING

Books and Online Resources:
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/

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, 2018 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) Sixth 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, 2018
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, 2018 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 to 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-
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%)
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, and guidelines for writing papers. The Student Handbook is available on the College website: https://www.ualberta.ca/st-stephens/st-stephens-programs/files-cabinet/student-files.

Audio or Video Recording
Recording is permitted only with the prior written consent of the instructor or 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 permission of all individuals that appear in the recording.

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: https://www.ualberta.ca/st-stephens/st-stephens-programs/files-cabinet/student-files

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100%</td>
<td>Exceptional</td>
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<tr>
<td>A</td>
<td>85 - 89%</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84%</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79%</td>
<td>Adequate</td>
</tr>
<tr>
<td>B</td>
<td>73 - 76%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67 - 69%</td>
<td>Adequate</td>
</tr>
<tr>
<td>C</td>
<td>63 - 66%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>60 - 62%</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>57 - 59%</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>53 - 56%</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>50 - 52%</td>
<td></td>
</tr>
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<td>F</td>
<td>0 - 49%</td>
<td>Failure</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td></td>
<td>Withdrawal-Failure</td>
</tr>
<tr>
<td>INF</td>
<td></td>
<td>Incomplete-Failure</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td>AU</td>
<td></td>
<td>Audit</td>
</tr>
<tr>
<td>AW</td>
<td></td>
<td>Withdrawal-Audit</td>
</tr>
</tbody>
</table>

Course Completion
Students are expected to submit assignments required for credit courses to instructors by the deadlines described in the 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.
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. 11: https://www.ualberta.ca/st-stephens/st-stephens-programs/how-to-study-at-ssc/academic-calendar) 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.

Copyright: David St. Arnault, St. Stephen’s College (2018)

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.
Library Services, Textbook Purchasing and Research Services

Online Database Service: EBSCO “Academic Search Complete”
St. Stephen’s College students and faculty are able to access an online database subscription service through EBSCO Publishing. “Academic Search Complete” is the world’s most valuable and comprehensive scholarly, multi-disciplinary full-text database. It comprises more than 7,000 full-text periodicals, including nearly 6,000 peer-reviewed journals. In addition to full text documents, this database offers indexing and abstracts for more than 11,000 journals and a total of more than 11,600 publications including monographs, reports, conference proceedings, and the like. The database features PDF content dating back to 1887, with the majority of full text titles in native (searchable) PDF format. Searchable cited references are provided for more than 1,000 journals.
For access to “Academic Search Complete”, go to http://search.ebscohost.com. When you are prompted to enter a User ID and Password, use the following:
User ID: ns121007  Password: SSCstudent!20
If you would like help learning how to perform a search, tutorials can be found on the site at: http://support.ebsco.com/. This subscription is for the use of St. Stephen’s College students and faculty only. Please keep this User ID and Password strictly confidential. We hope this service will provide support for your class assignments and thesis research. If you have any questions or concerns regarding access to the EBSCO system, please contact the Office of the Registrar at St. Stephen’s College (st.stephens@ualberta.ca), phone 780-439-7311/1-800-661-4956.

Open Access Publications
The directories below can be used to help discover databases that are free of copyright issues/concerns:
• Directory of Open Access Journals www.doaj.org
  Over 1,600 open access, peer-reviewed scholarly journals. Includes the ‘For Authors’ service to look up where to publish your research as Open Access
• Directory of academic Open Access repositories: http://opendoar.org/
• OAIster search engine http: www.oclc.org/oaister/: collection of academically-oriented digital resources searchable by anyone
• Networked Digital Library of Theses and Dissertations www.ndltd.org/: An international organization dedicated to promoting the creation, dissemination and preservation of electronic theses and dissertations

Searching for Articles or Publications not available on Ebsco
Try Google Advanced Search (type in full name of article), or Google Scholar http://scholar.google.ca/
Sometimes the full text of an article is available by using this method.

Remote access to University of Alberta Libraries’ proxying service
St. Stephen’s College students and faculty are not covered by the University of Alberta Libraries’ Licenses, and do not have remote access to U Alberta electronic resources (e.g. e-journals, e-books or databases). Access for St. Stephen’s College students and faculty will be limited to onsite access at the Library. St Stephen’s students who wish to access the U Alberta library electronic resources need a CCID (Campus Computing Identification) to use the computers in the library, and will need to apply, in person at the library with photo ID, for a ‘guest’ CCID. Library staff will issue a temporary CCID just for the day. This service is available only to students who are able to be in attendance at the library.
http://guides.library.ualberta.ca/ststephensborrowing

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; UAlberta holding are limited in that area. Taylor & Francis publish the CATA Art Therapy Journal through the University of Alberta libraries. Our students can access these when on campus in Edmonton.
http://www.tandfonline.com/action/doSearch?AllField=art+therapy

Where to buy Textbooks
If ordering from the University Bookstore: http://www.bookstore.ualberta.ca/
click Books & Supplies
At the University of Alberta Bookstore, textbooks are shelved alphabetically by author’s last name, not by course number. If a coursepack is required for this course, and has been sold out, you can order a reprint from the Information Desk at the Bookstore. You may also order reprints by calling the Bookstore at 492-4215. Reprints will be at the Bookstore within 48 hours.

Alternately you can order from any online Bookstore such as Chapters.ca or Amazon.ca (check out Amazon Student- http://goo.gl/hFJx5b) or the publisher. As well, most texts are available in a Kindle version.

**Photocopying is available onsite at the College for a fee $$**
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, 2018 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: ___________________________
4.0 SEMESTER COURSES

4.1 St. Stephen’s College Credit
St. Stephen’s College graduate-level semester courses run in the Fall (September to December) or Winter (January to April) semesters. Courses run for 12 weeks, with three hours of classroom time each week, for a total of 36 classroom hours. Academic guidelines are detailed in Section 2.2 of this handbook. The sample course outline for the intensive style course, in Section 3.3, can be modified to extend over four months. Instructors may wish to assign particular readings for each class.

4.2 University of Alberta Credit
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.

4.2.1 University of Alberta Course Requirements, Evaluation Procedures and Grading System
Policy about course outlines can be found in the Evaluation Procedures and Grading System section of the University Calendar: https://calendar.ualberta.ca/content.php?catoid=28&navoid=6961#Evaluation_Procedures_and_Grading_System
Please refer to sample University of Alberta course outline, 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 on or 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. [Instructors should tell students to come to the College to pick up their graded final assignment if they wish to see evaluative comments]. All exceptions must be authorized by the Faculty Council (or delegate) in the Faculty offering the course.

j. Upon request, instructors are required to
4.2.2 University of Alberta Credit Course – Syllabus Template

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

St. Stephen’s College
Course Title & Number (Eg CHRTP 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 also be created in Excel and cut and pasted into this document)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 3, 5, 7</td>
<td>How To Write a Syllabus</td>
<td>Chapter 2 &amp; 13</td>
</tr>
<tr>
<td>2</td>
<td>Jan 10 &amp; 12</td>
<td>Joys of formatting</td>
<td><a href="http://www.JoF.ca">http://www.JoF.ca</a></td>
</tr>
<tr>
<td>2</td>
<td>Feb 14</td>
<td>Midterm #1</td>
<td></td>
</tr>
</tbody>
</table>
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). Most St. Stephen’s College University of Alberta credit courses (CHRTP) 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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Full term</td>
</tr>
<tr>
<td>Midterm #1</td>
<td>20%</td>
<td>Jan 14</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>30%</td>
<td>Feb 3</td>
</tr>
<tr>
<td>Quiz</td>
<td>10%</td>
<td>Mar 16</td>
</tr>
<tr>
<td>Final Assignment or Exam</td>
<td>30%</td>
<td>Apr 15  ***</td>
</tr>
</tbody>
</table>

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: https://calendar.ualberta.ca/content.php?catoid=29&navoid=7441

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
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 it 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

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Failure</td>
<td>F or F4</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### Course Grades Obtained by Graduate Students:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>Poor</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Failure</td>
<td>F or F4</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89%</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84%</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>B</td>
<td>73 - 76%</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>C+</td>
<td>67 - 69%</td>
</tr>
<tr>
<td>C</td>
<td>63 - 66%</td>
</tr>
<tr>
<td>C-</td>
<td>60 - 62%</td>
</tr>
<tr>
<td>D+</td>
<td>57 - 59%</td>
</tr>
<tr>
<td>D</td>
<td>53 - 56%</td>
</tr>
<tr>
<td>D-</td>
<td>50 - 52%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 49%</td>
</tr>
</tbody>
</table>

**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 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.

The Centre for Writers: (1-42 Assiniboia Hall)  
The Centre for Writers offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

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.]
5.0 ONLINE COURSES

St. Stephen’s College offers a number of courses online. Courses follow a uniform model that embodies recommended distance education principles.

5.1 Guidelines for Facilitating an Online Course

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

5.2 Sample Online Course

St. Stephen’s credit online courses use the eClass/Moodle format, hosted by the University of Alberta. Information can be found on the University of Alberta website:
https://support.ctl.ualberta.ca/index.php?/IST/Knowledgebase/List/Index/22/eclass

To obtain a sample syllabus for an online course, please contact the Registrar’s Office.
6.0 INDEPENDENT STUDY COURSES

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, 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. It is the student’s responsibility to obtain the agreement of the instructor and their Department Chair/Associate Chair before starting a course. The student and instructor negotiate a work plan; the plan is formally approved by either the Department Chair/Associate Chair or the Dean, or in the case of a University of Alberta credit independent study, by an Advisor in the student’s department. Finally the student registers and pays for the independent study course.

6.1 St. Stephen’s College Credit
Independent Study Courses Information for Students/Instructors
Information packages which include instructor approval forms are available online:

6.2 University of Alberta Credit
Independent Study Courses Information for Students/Instructors
Information packages which include instructor approval forms are available online:
7.0 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 which is emailed to students on the last day of the course. 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 kparson@ualberta.ca.

Evaluations for face-to-face courses and online 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).
<table>
<thead>
<tr>
<th>Criteria (weight)</th>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Range</strong></td>
<td><strong>A+ (90–100)</strong></td>
<td><strong>A (85–89)</strong></td>
<td><strong>A- (80–84)</strong></td>
<td><strong>D+ (57–59)</strong></td>
</tr>
<tr>
<td><strong>Structure / Organization</strong> (10%)</td>
<td>Exceptionally structured with clear organization. Ideas form a coherent whole and logically flow together.</td>
<td>Clear structure with evidence of organization. General coherence of ideas but their connection is not always clear.</td>
<td>Some structure but further organization is needed. Ideas loosely fit together, but many are displaced.</td>
<td>Poorly structure with minimal evidence of organization. Little coherence of ideas, and writing lacks unity.</td>
</tr>
<tr>
<td><strong>Clarity of Expression</strong> (20%)</td>
<td>A delight to read. The student’s purposes and main ideas are conveyed clearly and unambiguously. Writing betrays nuance, precision, and creativity.</td>
<td>Easy to read. The student’s purposes and main ideas are generally clear with minimal ambiguity. Writing betrays intention and care.</td>
<td>Challenging to read. The student’s purposes and main ideas are strained due to ambiguity. Writing lacks care and intention. Proof read required.</td>
<td>Difficult to read. The student’s purposes and main ideas are unclear and/or absent. Writing is vague and at times incoherent.</td>
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<tr>
<td><strong>Research Quality</strong> (20%)</td>
<td>Strong breadth of secondary literature that reflects a diversity of scholarly views. Strong command of the secondary literature.</td>
<td>Decent breadth of secondary literature that reflects many scholarly views. Sufficient command of the secondary literature.</td>
<td>Underdeveloped bibliography that reflects a narrow set of scholarly views. Heavily dependent on secondary literature.</td>
<td>Major gaps in the bibliography. Inability to command and/or minimal engagement with secondary literature.</td>
</tr>
<tr>
<td><strong>Writing Quality</strong> (10%)</td>
<td>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.</td>
<td>Some errors in punctuation, spelling, or capitalization. Some errors in sentence structure and word usage; structure and word choice is acceptable.</td>
<td>Frequent errors in punctuation, spelling, or capitalization. Frequent errors in sentence structure and word usage; structure and word choice is strained.</td>
<td>Excessive errors in punctuation, spelling, or capitalization. Excessive errors in sentence structure and word usage; structure and word choice is unclear and distracting.</td>
</tr>
<tr>
<td><strong>Style / Form / Formatting</strong> (10%)</td>
<td>Masterfully written and presented within the disciplinary style. Minimal to no errors in citation and bibliographic style. Clearly stays within the assignment parameters.</td>
<td>Acceptably written and presented within the disciplinary style. Some errors in citation and bibliographic style. Mostly stays within the assignment parameters.</td>
<td>Barely written and presented within the disciplinary style. Frequent errors in citation and bibliographic style. Barely stays within the assignment parameters.</td>
<td>Assignment is not written and presented within the disciplinary style. Excessive errors in citation and bibliographic style. Does not stay within the assignment parameters.</td>
</tr>
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</table>

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.