



ST. STEPHEN'S COLLEGE

St. Stephen's College

Course Title (Number & Section) *[[eg., Psychopathology (PPSYC5812, Section A)]]*

Term and Year *[[Winter 2027]]*

Instructor and Course Details:

Instructor:	<i>[[Insert Instructor's name and pronouns]]</i>
Instructor Bio:	<i>[[Insert Instructor's bio (recommended 100–150 words), speaking to matters relevant to the course at hand and their relationship to the College]]</i>
Contact:	<i>[[Insert Instructor's email address, preferably the @ualberta email address. In addition, please indicate how you would like the email titled, whether to email you directly or through Canvas, the expected response time and whether or not you will reply to inquiries on weekends.]]</i>
Office Hours:	<i>[[Insert preferred office hours; instructors are encouraged to provide various times to be more accessible to students, OR simply state: "office hours by appointment".]]</i>
Teaching Assistant: <i>(if applicable)</i>	<i>[[if the course has a TA, please insert their name and contact information]]</i>

Dates and Times:	<i>[[Insert specific dates and times of all class meetings (e.g., Wednesdays, 9:00am–Noon MT, between September 1–December 15, 2026)]]</i>
Location:	<i>[[Insert either "room number/name" or "online via Zoom."]]</i> St. Stephen's College, 8810 112 Street NW, Edmonton, Alberta.
Delivery Mode:	<i>[[Specify whether the course is Online-Synchronous, In-Person, Mixed-Presence, or Blended]]</i>
Weight:	<i>[[Insert the credit value of the course (e.g., 3 Credit Hours)]]</i>
Pre-Requisites	<i>[[If relevant, insert pre-reqs as outlined in the SSC Academic Calendar]]</i>
Course Website:	canvas.ualberta.ca (note: UAlberta CCID Required)

Land Acknowledgement:

St. Stephen's College respectfully acknowledges that we are situated on sacred land. The territory of Treaty 6 is a traditional meeting ground, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Papaschase, Dene, Nakota Sioux, and many other first peoples. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

Course Description:

According to the St. Stephen's College Academic Calendar, the description for this course is as follows:
[[Insert course description as found in the SSC Academic Calendar]]

Course Objectives:

[[Insert 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. NOTE: For all courses in the MPS program (including SSC 579 and SSC 5710), course objectives are fixed and will be provided to the instructor.

Example course objectives are as follows:

- Encourage students to critique and evaluate their assumptions about counselling and psychotherapy
- Help students to learn skills specific to different stages (e.g., stages of change) of counselling and psychotherapy
- Hands-on training in the art of psychotherapy through practice sessions
- Hands-on training in the art of integrating spiritual strategies in the practice of counselling and psychotherapy
- Develop skills for the safe and effective use of self (e.g., transference and countertransference)
- Learn about trauma and trauma-informed practice/care
- Develop critical thinking skills through written assignments, class presentations, and class discussions]]

[[MPS Courses Only; The following bulleted list will be provided to instructors.]] Courses objectives for courses in the MPS program are aligned with the Competency Requirements of the following regulatory colleges:

- College of Registered Psychotherapist of Ontario (CRPO), see Appendix A

Course Format:

[[Instructors should include a description of the course format and how that format will impact student learning. For example, "The objectives of this course will be learned from a combination of formal lectures, guest presentations, assigned readings and audiovisual materials."]]

[[Please add the following statement if your course is an intensive.]] Intensive courses involve extensive preparation, including readings and assignments that need to be completed prior to the intensive week. To maximize learning from these courses, students are expected to arrive on the course dates well prepared as per the course syllabus. Students are encouraged to minimize evening commitments in order to fully devote themselves to the intensive week.

Course Materials:

Required Course Materials:

The following materials are required for this course. Resources with hyperlinks are available as eBooks through the University of Alberta Library (CCID required for access).

[[Instructors must list all books, articles, and other resources (e.g., podcasts, blogs, movies) that are required for the course. Instructors can also add in a sentence stating "you will need to have access to these documents during class to use in discussions" if applicable.]]

Recommended Course Materials:

The following materials are recommended for this course. Resources with hyperlinks are available as eBooks through the University of Alberta Library (CCID required for access).

[[Instructors must list all books, articles, and other resources (e.g., podcasts, blogs, movies) that are recommended for the course.]]

Additional Course Fees:

[[Courses that use the Art Studio should include this statement]] Art Studio Fee: Required art materials fee is \$40, which provides you access to all of the materials in the studio.

Lecture Schedule & Assigned Readings:

[[Please create a week-by-week course schedule that details the topics, readings, and assignment due dates covered throughout the course. Note: course assignments and evaluations should be scheduled in accordance with the framework outlined in the Faculty Manual.]]

Week	Dates	Topic	Readings	Assignments
1	Sept 14	Topic A	Chapters 1–2	
2	Sept 21	Topic B	Chapters 3–5	Assignment #1 due
3	Sept 28	Topic C	Article 1	
4	Oct 5	Topic D	Chapters 6–7	
5	Oct 12	Topic E	Articles 2–3	Assignment #2 due

6	Oct 19	Topic F	Article 4	
7	Oct 26	Topic G	Articles 5–6	
8	Nov 2	Topic H	Chapters 8–10	Presentation Day 1
9	Nov 9	Topic I	Article 7	Presentation Day 2
10	Nov 16	Topic J	Chapters 11–13	Presentation Day 3
11	Nov 23	Topic K	Articles 8–9	
12	Nov 30	Topic L	Chapters 14–16	
13	Dec 7	Topic M		Final Paper Due

OR

Dates	Topic	Readings	Assignments
Pre-Course Work			
Sept 7– Oct 6		Chapters 1–10 and Articles 1–7	Assignments #1 and #2 due Oct 6
Intensive Course			
October 7	Topics A–C		
October 8	Topics D–F		
October 9	Topics G–H		Presentation Day 1
October 10	Topics I–J		Presentation Day 2
October 11	Topics K–M		
Post-Course Work			
Oct 14–Dec 14		Chapters 11–16 and Articles 8–9	Final Paper due Dec 14

Components of Course Grade:

Students will be graded on the following requirements:

[[Instructors should include a table that outlines each assessment, weight, due date, submission type, and location of assignment instructions.]]

Assessment	Weight	Due Date	Submission Type	Instructions and Rubric
Participation	10%	No due date; participation will be assessed throughout the term		See Appendix B1
Assignment #1	15%	Sept 21, 20xx	Canvas	See Appendix B2
Assignment #2	20%	Oct 12, 20xx	Canvas	See Appendix B3
Presentation	25%	To be scheduled on Nov 2, 9, and 16	In-Class / Canvas	See Appendix B4
Final Assignment	30%	Dec 7, 20xx	Canvas	See Appendix B5

All assignments are to be submitted *[[Insert submission requirements (e.g., assignments must be submitted as a Word document via the Canvas portal)]]*

Brief Description of Each Assessment:

*[[Instructors must provide a summary description of **each** Assessment. The description should provide a high-level summary of the assignment, addressing its purpose, due date, length, and giving clear reference to where further instructions can be found. For example:*

1. Pre-Course Assignment - Reflection Paper session (15%)

Please submit to Canvas by September 1, 2025, 11:59pm MST

Assignment description: Beginning therapy can be scary and there are many unknowns. As we start on this journey together, please write a 5-7 page reflection paper that answers the questions listed in Appendix 1. A good reflection paper should include references to personal factors and integration along with readings from textbooks and/or the journal articles where appropriate (i.e., please feel free to draw on texts/reading from other courses). Please try to be as specific as possible in terms of your answers and avoid vague statements.

Marking Rubric: Pre-Course Assignment: Reflection Paper (see Appendix #)]]

*[[Please repeat for **each** assignment in your course.]]*

Paper Format and Style:

[[Please describe how the assignments should be formatted, what citation system you are using in the course, and other details that could be relevant to the students regarding submission of the assignments. For example:

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 Seventh Edition. All papers should be typed in 12-point New Roman Font, double-spaced (except where specified), with one-inch margins with page numbers. Useful guides to various styles can be found at the University of Alberta Library website: <https://guides.library.ualberta.ca/citing>. Make sure you have saved a backup copy of your paper.]]

Late Policy:

[[Instructors are required to have a policy that addresses late submissions. This policy must be articulated in a way that balances academic rigour with fairness to student learning. This policy must include the consequences of submitting an assignment late, the amount of marks that will be deducted, and the timeframe for late submissions. Instructors should clearly identify which assignments, if any, fall outside of the late policy. Instructors should consult with their program (Co-)Chair to discuss this policy as needed.

An example late policy is as follows: "Assignments should be submitted by due dates list in this syllabus. Students are welcome to complete assignments early. It is assumed that students will plan accordingly to meet the deadlines for assignments. Failure to meet these deadlines will result in a late submission penalty of 5% per day of the assignment grade automatically subtracted when the assignment is graded unless an extension to the deadline is negotiated with the instructor before the assignment due date or in case of an emergency within 24 hours of the event. The removal of 5% per day will occur for a maximum of 20% of the final mark. Extensions may be granted in extraordinary circumstances."

Additional examples are available through consultation with the program (Co-)Chair.]]

General Course Policies:

The following policies relate to all courses offered at St. Stephen's College.

Plagiarism Policy:

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](#)) 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.

AI Policy:

In this course, we foster an equitable, inclusive, and accessible learning community that prioritizes individual critical, creative, and affective thinking as well as problem-solving skills specific to the discipline. To achieve the course learning outcomes, students must engage with tasks and assignments that allow them to develop and demonstrate their skills and knowledge authentically.

The use of AI tools is strictly prohibited for the completion of all coursework and assessment tasks, unless otherwise approved by the instructor. Students are expected to complete all coursework and assessments independently, without substantive assistance from others or GenAI.

If a student wishes to use AI tools—either in the completion of their coursework, or as personal learning supports—they must follow these guidelines:

1. **Seek approval:** Meet with the instructor to obtain prior approval for AI use in designated assignments. The instructor may require a written explanation of how you plan to utilize AI tools in your work.
2. **Cite AI use:** Clearly cite any AI-generated content (*see the University of Alberta Library's [How to Cite AI](#)), including prompts and outputs, as part of your academic record.

3. **Reflect:** Append to each assignment a personal reflection (approx. 150 words, written without AI assistance) explaining how AI tools supported your learning.

For all coursework and assessments, the instructor reserves the right to request an oral exam with the student to follow-up on a written submission before determining a final grade for the assignment.

Failure to abide by these guidelines may be considered an act of cheating and a violation as outlined in the relevant sections of the St. Stephen's College Code of Student Behaviour. Under the St. Stephen's College Code of Student Behaviour (SSC Calendar), cheating is defined as the "copying, reproducing and misrepresenting another's work as their own, including the unattributed representation of substantial editorial or compositional assistance." The undisclosed, undocumented submission of work created by Generative AI constitutes cheating as defined above.

Appropriate Sharing in an Educational Context Policy:

Reflection and thoughtful self-disclosure are valued components of learning at St. Stephen's College, particularly in courses that invite personal and professional reflection. Students are encouraged to engage authentically in discussions and written assignments while sharing only what feels appropriate and comfortable for them.

Though many courses touch on therapeutic content relevant to professional and personal formation, courses at St. Stephen's College are delivered for educational rather than therapeutic purposes. At times, course content or reflective work may bring up difficult emotions, memories, or personal experiences. If this occurs, students are encouraged to contact the instructor to discuss any concerns or support needs. Students are encouraged to have resources in place; support services are also available from both St. Stephen's College and the University of Alberta.

Written reflections and assignments that include personal disclosure will be treated with respect and confidentiality between the student and instructor. The only exceptions are: (1) if there's a legal or ethical need to report (for example, in cases of ongoing abuse or neglect), (2) if there are questions of academic proficiency or concern, and (3) if there are accommodation requests/requirements. In these cases, what you have written may be read by other instructors, the St. Stephen's College's chairs, or the Dean.

Students who have questions or concerns about personal disclosure, confidentiality, or course expectations are encouraged to speak with the instructor or their program chair.

Appropriate Physical Surroundings Policy (Online-Synchronous and Mixed-Presence Learning):

It is expected that instructors and students will attend to their physical surroundings in order to fully participate in an Online-Synchronous or Mixed-Presence course. Participants should:

- Participate in the course using a computer (rather than mobile device) with a working camera, microphone, and headphones/speakers.
- Have access to a stable internet connection.
- Have access to a physical space that is conducive to teaching and learning (e.g., sitting at a desk in a private/quiet room). Participating in one's car, a public computer lab, library, public spaces such as coffee shops, or other contexts that are not free of distraction is not acceptable.
- At the instructor's discretion, students who do not have access to a physical space conducive to learning may be removed from the class period.

Grading System and Evaluation Procedures:

The following evaluation standards are used by faculty at St. Stephen's College:

A+	90 - 100%	Exceptional	Superior performance. Displays great originality and depth. Comprehensive understanding of subject matter, with original insights.
A	85 - 89%	Excellent	Above normal expectations. Occasionally surprises the reader with insights or deft presentation. Strong evidence of maturity, independence and control of the subject. Any lapses in logic and style are few and minor.
A-	80 - 84%		
B+	77 - 79%	Good	Meets normal expectations. Solid, accurate and integrative, convincing. Lapses in logic or style are uncommon and not serious.
B	73 - 76%		
B-	70 - 72%		
C+	67 - 69%	Adequate	Barely meets normal expectations. Covers the ground, but rarely adds anything new or personal. Heavily dependent on sources and authorities,
C	63 - 66%		
C-	60 - 62%		

			with accurate but awkward handling of concepts. <i>[Course Pass for Graduate students: 66%]</i>
D+	57 - 59%	Poor	Below normal expectations. Disorganized, frequent lapses in logic and style, superficial with no evidence of personal involvement. Inability to use theory. <i>[Course Pass for Undergraduate and Open Studies students: 50%]</i>
D	53 - 56%		
D-	50 - 52%		
F	0 - 49%	Failure	Far below normal expectations. Massive structural or other academic defects, evidence of dependence on sources and authorities bordering on plagiarism. <i>[Clear Failure for all students] [Grade of 0% calculated in grade average for credit courses]</i>
S		Satisfactory	Course requirements completed satisfactorily. <i>[Pass for work not graded numerically] [Not calculated in overall grade]</i>
W		Withdrawal	Withdrawal from course with permission within established deadlines. <i>[Not calculated in overall grade]</i>
WC		Withdrawal with Cause	Granted only in case of serious illness or other extenuating circumstances beyond the control of the student which makes continuation in a course impossible and where an F is not in order. <i>[Assigned by Registrar's Office and not calculated in overall grade]</i>
*			Final grade includes a mark of '0' for missed coursework that is worth 20% or more of course grade
WF		Withdrawal-Failure	Withdrawal from course after established deadline for withdrawing without academic penalty but before final assignment due. <i>[Grade of 0% calculated in overall grade] WF not awarded after May 31, 2020</i>
INF		Incomplete-Failure	Course work not completed within established academic deadlines: ie final assignment due date. <i>[Grade of 0% calculated in overall grade for credit courses] INF not awarded after May 31, 2020.</i>
IP		In Progress	Course in Progress: Extension or rewrite of final assignment granted
AU		Audit	Registered as an Auditor
AW		Withdrawal-Audit	Registered as an Auditor and withdrew

Instructors submit final course grades to the Office of the Registrar one month after the final assignment due date. 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.

The final course grades are approved by the Dean, and distributed to students by the Registrar's Office within two weeks. Students who require a transcript should submit the request to the Registrar's Office using the [Transcript Request Form](#).

Course Withdrawals:

Students who wish to withdraw from a course must submit a "Withdrawal from Course or Program" form to the Registrar's Office, by the dates specified below. The "Withdrawal from Course or Program" form is available in the [Student Files](#) section of the College's website. Withdrawal deadlines vary by course length (see "Withdrawal from Course or Program" form for details). The College treats all students in an equitable fashion by adhering to published withdrawal deadlines.

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](#).

Technology for Presentations:

When doing presentations in class, students who use their own computer are responsible to bring the adaptors necessary to connect to the HDMI.

Audio or Video Recording:

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

Course Completion:

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

Class Attendance:

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

Learning and Working Environment:

St. Stephen's College 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. The College does not tolerate behaviour that undermines that environment.

All students should review the Code of Student Behavior and the Ethical Conduct policies in the [Academic Calendar](#). If you are experiencing harassment, discrimination or any other issue and would like confidential advice and information, please contact the appropriate St. Stephen's College authority (Department Chair or Dean).

Student Resources:

The [Academic Calendar](#) is one of the principal sources of St. Stephen's College information for students. It includes admission requirements and deadlines, academic regulations, programs of study, academic standards, degree requirements, and College policies for graduate students.

Students at St. Stephen's College can access many supports and resources offered through the University of Alberta, including the following:

- The [Academic Success Centre](#) provides professional academic support to help students maximize their academic success and achieve their academic goals. They offer appointments, advising, group workshops, online courses, and specialized programming year-round to students in all programs, and at all levels of achievement and study.
- The Student Success and Experience Office (aka, the Dean of Students Office) coordinates academic accommodations for prospective and current students with documented disabilities affecting mobility, vision, hearing, learning, and physical or mental health. The provision of academic accommodations helps to remove structural barriers that these students encounter in academic environments in order to facilitate equivalent learning opportunities for these students. [Accommodations and Accessibility](#) promotes an accessible, inclusive, and universally-designed environment at the University of Alberta and at St. Stephen's College.
- [Writing Services](#) offers free one-on-one writing support to students, faculty, and staff. Students can request a consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

- [Health and Wellness Support for Students](#) outlines the mental and physical health resources which are offered on-campus and in the community.
- [First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.
- The [Office of the Student Ombuds](#) is a confidential service which strives to ensure that processes related to students operate as fairly as possible. They offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.
- The [Need Help Now](#) webpage offers contact information for a variety of supports if you are in immediate need of mental health and wellness support. You can also call the 24-hour Distress Line: 780-482-4357 (HELP).

University of Alberta Libraries Services:

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

Where to buy Textbooks:

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

Copyright: [Instructor's Name](#), St. Stephen's College (year)

[[Some professors have been adding a copyright statement. It is not essential, but it may be useful to reinforce the fact that your syllabus is your intellectual property.]]

EXAMPLE: Appendix A CRPO - Met Competencies

1. Foundations

- 1.1 Integrate a theory of human psychological functioning
- 1.2 Work within a framework based upon established psychotherapeutic theory
- 1.3 Integrate knowledge of comparative psychotherapy relevant practice
- 1.4 Integrate awareness of self in relation to professional role
- 1.5 Integrate knowledge of human and cultural diversity

2. Collegial and Interprofessional Relationships

- 2.1 Use of effective personal communication
- 2.2 Maintain effective relationships
- 2.3 Contribute to a collaborative and productive atmosphere

3. Professional Responsibilities

- 3.2 Apply an ethical decision-making process
- 3.3 Maintain self-care and level of health necessary for responsible therapy
- 3.4 Elevate and enhance professional practice
- 3.5 Obtain clinical supervision or consultation
- 3.6 Provide education and training consistent with the therapist's practice
- 3.7 Maintain client records

4. Therapeutic Process

- 4.1 Orient client to therapist's practice
- 4.2 Establish and maintain core conditions for therapy
- 4.3 Ensure safe and effective use of self in therapeutic relationship
- 4.5 Structure and facilitate the therapeutic process
- 4.6 Refer client

EXAMPLE: Appendix B.1: Reflection Paper

Reflection Paper Rubric												
Grade Range	Exceptional/ Excellent			Good			Adequate			Poor		
Criteria (weight)	A + (90-100)	A (85-89)	A- (80-84)	B+ (77-79)	B (73-76)	B- (70-72)	C+ (67-69)	C (63-66)	C- (60-62)	D+ (57-59)	D (57-56)	D- (50-52)
Analysis (30%)	Rich, detailed answers to prompted questions. All questions were answered in an intentional, purposeful and supported way.			Full answers to prompted questions. Many questions were answered in an intentional, purposeful and supported way.			Partial answers to prompted questions. Some questions were answered in an intentional, purposeful and supported way.			No answers to prompted questions. No questions were answered in an intentional, purposeful and supported way.		
Self Integration (30%)	A substantial attempt to integrate relevant facts, relationships, and the student's self (personal strengths and growing edges). Includes conclusions based on the synthesis of the questions.			A clear attempt to integrate relevant facts, relationships, and the student's self (personal strengths and growing edges). Includes some conclusions based on the synthesis of the questions.			Slight or unclear attempt to integrate relevant facts, relationships, and the student's self (personal strengths and growing edges). Limited conclusions based on the synthesis of the questions			No attempt to integrate relevant facts, relationships, and the student's self (personal strengths and growing edges). Does not include conclusions based on the synthesis of the questions.		
Evidence (20%)	Strongly engages scholarly texts in the paper.			Moderately engages scholarly texts in the paper			Somewhat engages scholarly texts in the paper			Does not engage scholarly texts in the paper		
The paper is clearly laid out (10%)	The paper is very clear, concise and easily understood.			The paper is clear, concise and easily understood.			The paper lacks clarity and is difficult to understand.			The paper is not well developed.		
APA (guidelines (10%))	APA guidelines are followed accurately .			APA guidelines are somewhat followed.			APA guidelines are limitedly followed.			APA guidelines were not used .		
Comments												
Final Grade												

EXAMPLE: Appendix B.2 Class Participation

Participation Rubric												
Grade Range	Exceptional/ Excellent			Good			Adequate			Poor		
Criteria	A + (90-100)	A (85-89)	A- (80-84)	B+ (77-79)	B (73-76)	B- (70-72)	C+ (67-69)	C (63-66)	C- (60-62)	D+ (57-59)	D (57-56)	D- (50-52)
Attendance (10%)	Always prepared and attends nearly every class			Usually prepared and attends most classes			Sometimes prepared and attends many classes			Rarely prepared and attends some classes		
Initiative (10%)	Demonstrates initiative and improvement without prompting			Demonstrates initiative and improvement with some prompting			Reluctantly demonstrates initiative and improvement			Does not demonstrate initiative and improvement		
Content knowledge (20%)	Exceptional content knowledge and readily integrated course learnings			Excellent content knowledge developing and integration course learnings			Average content knowledge lacking integration of course learnings			Low level of content knowledge. No evidence of integration.		
Working with others (20%)	Participates constructively in class, models leadership for others and on teams			Participates constructively in class, works well with others, and is a team player			Sometimes an active participant in class; works fairly well with others			Rarely participates constructively in class		
Making space for others (20%)	Consistently ensures that personal communication allows and encourages others to participate			Regularly ensures that personal communication allows others to participate.			Rarely allows time and space for other students to participate in the conversation			Dominates the conversation, does not allow for others to actively participate, and monopolizes the conversation		
Understanding of others’ diversity (10%)	Seeks to strongly understand and acknowledge others’ diversity			Seeks to understand and acknowledge others’ diversity			Moderately seeks to understand others’ diversity			Inactive participant; works reluctantly with others		
Expanding personal thoughts (10%)	Independently challenges his/her thoughts and ideas			Open to challenges to thoughts and ideas from others			Occasionally or only challenges thought when encouraged by others			Sometimes shows a close-minded disposition concerning feedback and challenged		
Comments:												
Final Grade:												

EXAMPLE: Appendix B.3: Integrative Presentation

Integrative Presentation (25%) 8-10 minutes presentation on Zoom: Due April 20, 2026

At the end of each semester, students will be expected to give a 5-8 minute presentation on Zoom about their personal learnings and processing to date in the course. This presentation is non-academic and the required format is a summary of each topic (Self, Family, Community, Transcendence and Professional Work) referencing 1-3 of your personal resources.

Two format options are available:

- (1) a visual "road" map or
- (2) a series of 3-5 visual slides

A variety of creative tools can be used to present the student's personal experience, such as images, poetry, resource quotes and other. Attention should be given to the student's personal processing of the material and feedback from peer processing. Students are encouraged to be honest and vulnerable in their presentations regarding what they have processed in the course while maintaining a professional stance.

The road map or slides, are to be **submitted via e-class the Friday** prior to your presentation date.

See rubric below.

Integrative Presentation Rubric												
Grade Range	Exceptional/ Excellent			Good			Adequate			Poor		
Criteria (weight)	A + (90-100)	A (85-89)	A- (80-84)	B+ (77-79)	B (73-76)	B- (70-72)	C+ (67-69)	C (63-66)	C- (60-62)	D+ (57-59)	D (57-56)	D- (50-52)
Personal processing is shared (40%)	Personal processing of topics is very evident .			Personal processing of topics is evident .			Personal processing is still developing .			Personal processing is not evident .		
Authentic and vulnerable (30%)	Student shared appropriately about deep learning.			Student shared their learning.			Student shared minimally their learning.			Student shared insufficiently .		
Presentation is clearly laid out (30%)	Presentation is very clear, concise and easily understood.			Presentation is clear, concise and easily understood.			Presentation lacks clarity and is difficult to understand.			Presentation is not well developed.		
Comments												
Final Grade												