

Bexley Seabury

FIELD EDUCATION 3, ML 323 (3 CREDITS)

Term and Year Offered: Fall 2022 through Spring 2023

Learning Environment: This is a hybrid course that consists of a combination of weekly, 90-minute synchronous meetings using *Zoom* and in-person contextual field work of approximately 10 hours per week during both the fall and spring semesters. Students are not expected to be at their field site during school breaks or January term, but may choose to do so.

Synchronous Class Dates: Every Thursday from 9/8 to 5/4
There is no class on 11/24, 12/15-1/26, and 4/6

Time: 7:00pm – 8:30 pm (all times listed as CT)

About Your Instructor(s): The Rev. Dr. Eileen Shanley-Roberts (she/her)

Contact Information: eshanleyroberts@bexleyseabury.edu
Cell Phone: 847-894-7986
For more complex or specific issues, email is preferred. For emergencies and quick updates, please text. Please be aware that I have spotty cell reception in my community. If you text, be assured I will see your message when I have service and will respond.

Office Hours: By appointment. Phone or Zoom calls can easily be scheduled by mutual agreement as needed. I usually respond to email or text within a couple of hours.

Course Description: Field education 2-3 is a year long course taught over 2 semesters (fall and spring). Both semesters integrate the practical, personal experience of ministry in the mission field with theoretical methodology introduced in the classroom. Field sites will provide students an opportunity to explore ministry under the supervision of experienced, ordained leaders in collaboration with lay committees. The fall semester emphasizes contextual analysis and integration, while the spring semester focuses on leadership skills.

Course Goals and Outcomes:

Goal 1: Students who successfully complete this course will be able to assess congregational identity and identify contextually appropriate missional goals and opportunities.

Course Learning Outcome(s): You will know you have achieved this outcome when you can use organizational, social, cultural, and contextual analysis to discern congregational identity, define missional goals, and respond to missional opportunities within and beyond the church (M.Div. 5.3)

Assessment: This outcome will be assessed by the contextual summary with identified field focus.

Goal 2: Students who successfully complete this course will exercise collaborative and dynamic leadership skills.

Course Learning Outcome: You will know you have achieved this outcome when you demonstrate appropriate and invitational leadership in small group contexts in a congregational setting and reflect on and evaluate leadership skills of self and others in diverse situations (M.Div. 5.1)

Assessment: This outcome will be assessed by the contextual summary, supervisor's evaluation, and final reflective essay.

Goal 3: Students who successfully complete this course will engage in multi-cultural ministry with people from different contexts, cultures, and generations

Course Learning Outcome: You will know you have achieved this outcome when you demonstrate familiarity with methods and strategies for engagement in multi-cultural ministry, and develop skills to build relationships with people across cultural, contextual, and generational differences. (M.Div. 3.2)

Assessment: In-class conversation and supervisor and lay committee assessment

A Word About Assessment: From Course Outcome Assessment to Program Assessment

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course. Each artifact is graded and accompanied by a scored rubric that assesses the work in light of desired curricular outcomes. The designated assessment artifact for this course is the **contextual summary** and the **final reflective essay** in the fall and the **comprehensive self-reflection** in the spring.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Jason Fout, jfout@bexleyseabury.edu).

Learning Methodology: Field Education 2-3 is a contextually based course that provides opportunities for classroom learning and discussion with application in the field. It relies on the collaboration of course instructors, students, site supervisors, and lay committee members. In our dispersed community, we recognize that each context is unique and that all share common features because of our denominational heritage. Field education provides the opportunity to explore those similarities and differences more deeply and intentionally while providing tools that can be used in a myriad of ministry settings. The instructors work in partnership with the site

supervisor and lay committee members to provide a rich and supportive learning environment where students may try on and try out different techniques, models, theories, and practices in developmentally appropriate situations. **At the end of each semester the site supervisor and student must complete and submit an evaluation of student development in the learning goals.** Supervisors and lay committee members are also required to participate in periodic cohort meetings facilitated by the course instructors. Supervisors who refuse to participate in these sessions or who fail to submit evaluations will be dropped from the program.

Course Required and Recommended Resources:

Fall Semester

Required Reading:

- Bush, Joseph E., Jr., *Practical Theology in Church and Society*, Eugene, OR: Cascade Books, 2016.
- Hester, Richard L., and Kelli Walker-Jones, *Know Your Story and Lead with It: The Power of Narrative in Clergy Leadership*, Lanham, MD: Rowman and Littlefield, 2009.
- Moore, Natalie Y, *The South Side: A Portrait of Chicago and American Segregation*, New York: St. Martin's, 2016.
- Schreiter, Robert, *The New Catholicity: Theology between the Global and the Local*, Maryknoll, NY: Orbis Books, 2004.
- Stravos, Jackie and Cheri Torres, *Conversations Worth Having*, Oakland CA: BerrettKoehler, 2018.

Spring Semester

Required Reading:

This list may be modified. Any updates will be posted in Canvas by November.

- Chaleff, Ira, *The Courageous Follower: Standing Up To & For our Leaders*, San Francisco: Berrett-Koehler Publishers, Inc., 2009.
- Goleman, Daniel, *Leadership: The Power of Emotional Intelligence*, Northampton, MA: More Than Sound, LLC, 2011.
[NOTE: We are using ISBN: 978-1-91934441-17-6, which is selected excerpts from a larger work of the same name.]
- Heifetz, Ronald, Alexander Grashow, Marty Linsky, *The Practice of Adaptive Leadership*, Boston, MA: 2009.
- Linthicum, Robert, *Transforming Power: Biblical Strategies for Making a Difference in Your Community*, Downers Grove, IL: IVP Books, 2003.
- Steinke, Peter L., *A Door Set Open: Grounding Change in Mission and Hope*, Herndon, VA: The Alban Institute, 2010.

Supplemental Reading

- Friedman, Edwin H., *A Failure of Nerve: Leadership in the Age of the Quick Fix*, New York: Church Publishing, Inc., 2007.
- Heifetz, Ronald A., *Leadership Without Easy Answers*, Cambridge, MA: The Belknap Press, 1994.

- Kujawa-Holbrook, Sheryl A., *A House of Prayer for All Peoples*, Bethesda, MD: The Alban Institute, 2002.
- Mabray, John R., *Faithful Generations: Effective Ministry Across Generational Lines*, New York: Morehouse Publishing, 2013.
- Steinke, Peter L. *Congregational Leadership in Anxious Times: Being Calm and Courageous no Matter What*, Herndon, VA: The Alban Institute, 2006.
- Rendle, Gilbert R., *Leading Change in the Congregation: Spiritual and Organizational Tools for Leaders*, Herndon, VA: The Alban Institute, 1998.
- Whitney, Diana, Amanda Trosten-Bloom and Kae Rader, *Appreciative Leadership: Focus on What Works to Drive Winning Performance and Build a Thriving Organization*, New York: McGraw-Hill, 2010.
- Villafane, Eldin, *Seek the Peace of the City*, Grand Rapids, MI: Eerdmans, 1995.

Students are expected to access the “Tech Help” resources via the button at the bottom of the Canvas home page for a description of technology requirements.

Course Expectations and Assignments

Fall Semester

1. Submission of all relevant paperwork (signed learning agreement with goals, and contact information for lay committee and supervisor) (15%)
2. Engagement with field site for approximately 10 hours per week during the semester, which may be measured by the following as relevant to the site: (25%)
 - a. Demonstrated competency in Field Site Learning Goals
 - b. Development of preaching skills within the context of public liturgy
 - c. Participation in pastoral care
 - d. Regular inclusion in the liturgical life of the congregation
 - e. A log of weekly time spent at or working for the field education site
 - f. For non-church settings, engagement will be measured as appropriate to the context, Please consult with Dr. Shanley-Roberts for revised requirements
3. Class attendance and active participation in discussions. (15%)
4. Engagement with assigned readings as evidenced by class discussion. (10%)
5. Development of appreciative inquiry interview questions and completion of site interviews (10%)
6. Completion of contextual summaries of the field congregation/community. (15%)
7. Final reflective essay. (10%)

Spring Semester

1. Engagement with field site for approximately 10 hours per week during the semester, which may be measured by the following as relevant to the site: (25%)
 - a. Demonstrated competency in Field Site Learning Goals
 - b. Development of preaching skills within the context of public liturgy
 - c. Participation in pastoral care
 - d. Regular inclusion in the liturgical life of the congregation
 - e. A log of weekly time spent at or working for the field education site
 - f. For non-church settings, engagement will be measured as appropriate to the context

2. Class attendance and active participation in discussions. (15%)
3. In class presentations of critical incident leadership peer review of site interactions, interviews and field observation to provide opportunities for collegial collaboration, learning, familiarity with leadership methodology and strategies. (25%)
4. Completion of a written, comprehensive, theological self-reflection of self as faith community leader based on: (25%)
 - a. models of leadership found in scripture
 - b. observations and experiences from the field site
 - c. understanding of systemic dynamics
 - d. relational patterns and leadership styles.
5. Site Visit (10%)

There will be a site visit, either in person or via Zoom at least once this year. The site visit may occur in either semester or both semesters but will be counted toward the grade in the spring semester. A site visit includes meeting with the student, the site supervisor and the lay committee and may occur during the week or on a weekend. In person visits may be coordinated by geographic region

Participation in worship, while not required, is an integral part of students' formation. Student led, community evening prayer will be offered each Thursday over zoom using our class zoom link. We will begin at 6:15 PM CT. You are encouraged to join during this time to participate in community worship. Sign-up sheets for worship leadership are available in the Canvas Chapel.

Course evaluations are an important part of the educational process. They help instructors understand what is working well for a course and what might benefit from some changes. Field education has been modified significantly in response to student feedback in ways that range from changing reading assignments to increasing the structure and clarity of course expectations. Students taking the course for credit are expected to complete the evaluation as part of their participation in the learning experience. Auditors are encouraged to complete the evaluation as well. Evaluations will be available in Populi near the end of the course and will remain open until the grade deadline for each term. Evaluations should be completed based on your experience of the course and should not be based on your final grade. For this reason, during the grading period, you will not be able to see your grade in Populi until you have completed the evaluation. After the grade deadline, you will be able to see your grade in Populi, but you will no longer be able to share your voice through the course evaluation.

Better Practices for Zoom Sessions

Zoom works best when certain criteria are met

- The latest version of Zoom is installed. Periodically check for updates and download the latest version.
- One computer::one user. Everyone should have their own device (including camera and mic) and zoom link. This helps everyone come to the space equally.
- If you are in a shared or noisy space, use headphones/earbuds. In general, it is normally best to keep your mic muted unless you are speaking. This helps minimize background noise.

- Minimize distractions around you (try to be in the same location for the duration of the session). If you must be in transit, mute your mic.
- Plan ahead to ensure you have a stable internet connection for the duration on the session. If your connection becomes unstable, it may be helpful to turn off your video when you speak.
- Otherwise, cameras should generally be on, unless you need to step away to take care of something. This contributes toward demonstrating your presence and participation in class during the session.

Course Grading & Feedback:

- Field Education is a Pass/Fail class. **Although this is a year long class, grades are issues each semester.** In order to achieve a grade of P, a student must earn a minimum of 70% of total possible points each semester. Achievement of each of these goals will be assessed based on satisfactory completion of assignments, class participation, and completion of a final reflective essay. Complete assignment descriptions, due dates, and rubrics for assignments will be available on Canvas. In the fall, **Course requirement 6 and 7 - the contextual summary and final reflective essay on that summary** will be added to the student's portfolio which is used to assess student learning, accomplishment of course objectives and goals and may be used to assess aggregate student learning in this program. In the Spring, **item 4, the comprehensive self-reflection**, will serve as the artifact.
- Please be aware that the Canvas gradebook reflects cumulative grades for assignments for your course. In Field Education, not all points are tabulated in the Canvas gradebook. The final official grade for the course will be recorded manually by the instructor in Populi. Students taking the course for credit must complete the student course evaluation before they can see their course grades in Populi.

Feedback and Late Work: In an online class, timely submission of posts and responses is essential to the rest of the class. If an assignment requires a peer response, please make sure you submit your work in time for others to read and respond. In the case of papers and other assignments submitted directly to the instructor, feedback will be provided within five days of the due date for on time work and will be in the form of comments with the assignment via Canvas. Often, feedback will be provided prior to the synchronous session. If there is a problem, feedback will be through direct communication with the student via email or text. Late work will receive minimal feedback. Unless arrangements have been made in advance, one point will be deducted for each day that an assignment is late. If there are extenuating circumstances due to illness or emergency, please notify the instructor immediately.

- Successful Field Education experiences require feedback from your site supervisor as well. Please establish norms for feedback with your supervisor. If you need help with this process or discover that your supervisor does not provide feedback, please let me know so we can address this issue together.

Bexley Seabury requires a minimum grade of C to pass a course.		
Grade	Points	Description
A (4.00)	96-100	Superior/Mastery
A- (3.67)	90-95	Excellent
B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)
B- (2.67)	80-83	Good (low)
C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate
F (0)	< 70	Unacceptable (Fail)
A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.		

Course Schedule: FE 2 & 3 classes meet synchronously every Thursday beginning, September 8 (except as noted below):

Responses to posts are due no later than 3:00 PM Central Time on class days.

Evening Prayer in will begin at 6:15 pm (CT)

Class begins at 7:00pm and ends at 8:30pm (CT)

Due to a scheduling conflict, there will be an alternate synchronous meeting time offered on Thursdays from 11:00 AM to 12:30 PM (CT).

Students are welcome to join either session.

Fall Semester 2021

Week 1 September 4-10 *Introduction to Context*

Pre-course reading assignment is to be completed before the synchronous class scheduled on September 8th.

Read: Bush, Joseph E., Jr., *Practical Theology in Church and Society*, Eugene, OR: Cascade Books, 2016.

All learning contracts along with contact information for each member of the lay committee must be submitted no later than September 1.

Tuesday: Post On Canvas: **By 5:00 PM**, On Canvas, **list** three (3) things a person would not know about you by looking at you.

Read the posts of your classmates, for each person identify an area about which you would like to know more, and formulate a question to ask.

Thursday: Contextual Learning - Synchronous Class: 7:00pm – 8:30pm (CT)

What is Practical Theology?
Getting started in your field site
Creating safe space
Knowing Oneself and Others
Definition of Context
Check In

Week 2 September 11- 17 *Context and Culture*

1. Read: Luke 10:25-37 and Matthew 15:21-28 (any translation)
2. Be prepared to discuss your understanding of these stories and the interactions within them. We will pay special attention to how we understand the actors in the story and what in our own lives impacts our interpretation of behaviors and responses.

15 Synchronous Class: 7:00pm – 8:30pm (CT)

Context and Culture

Check In
Discussion of parable with focus on the following
Culture, Ethnicity, Gender, Class, Values
Prejudgment, Perspective and Position

Week 3 September 18- 24 *Know who you are*

- 20 Read: Hester, Richard L., and Kelli Walker-Jones, *Know Your Story and Lead with It: The Power of Narrative in Clergy Leadership***

Pay attention to your reaction to the authors' assertions about the importance of personal narrative to authentic leadership. If it is helpful to you, you may want to journal about your reactions, especially when you experience significant points of agreement or disagreement.

22 Synchronous Class – 7:00pm – 8:30pm (CT)

The importance of knowing your own story

Check In
Discussion of *Know Your Story*
What is public narrative?
How does your personal narrative affect how you understand, experience, and interpret context? What are your presuppositions when you enter a new context (or reenter a familiar context)?

Week 4 September 25 –October 1 *Global and Local Contexts*

27 Assignment due by 5pm

1. Read: Schreiter, *The New Catholicity: Theology between the Global and the Local*

Shreiter states: “Traditions are often seen, especially by their guardians as being more cohesive than they in fact might be. There are elements of indeterminacy in every tradition that make innovation possible.” (p. 76)

2. Post On Canvas: Respond to the following:

- Do you believe Schreiter’s rationale is sound? Why?
- What evidence of religious and cultural “indeterminacy” do you see in your own context that would validate Schreiter’s theory? (min. 500-max. 750 words *or* 2-3 pages)

29 Synchronous Class: 7:00pm – 8:30pm (CT)

Discussion of customs or practices we observe at our sites that seem to be pieces of their core identity.

Check In

Week 5 October 2- 8 *Local Contexts and the people who live in them*

- 4 Read: Moore, *The South Side*

Post On Canvas: On p. 95, she asserts that race is more important than class. Why does she say this? Do you agree or disagree? Provide examples from your experience to support your position. (min. 500-max. 750 words *or* 2-3 pages)

- 6 **Synchronous Class – 7:00pm – 8:30pm (CT)**

Our in-class discussion will focus on your response to the assigned question. How do you understand the intersection of race and class in US society?

Week 6 October 9 – 15

- 11 Watch the video interview of Eileen’s mother, who is from the southside and in the early 1960s lived in the neighborhood described by Natalie Moore. If additional videos are available, please watch those as well. Listen to the stories and their personal understanding of their context. What do you notice in the accounts across race, generation, and those who have remained vs. those who have left the neighborhood? Record your observations in a journal. Be prepared to refer to them for in class discussion.

- 13 **Synchronous Class – 7:00pm – 8:30pm (CT)**

Discussion of interview. What did you hear? What do you assume about Helen? How does her perspective differ from Moore's? What questions might you want to ask about Helen's personal narrative to gain greater understanding of her perspective on her old neighborhood? During this discussion, feel free to ask Eileen questions about her family. It is all on the table.

Week 7 October 16 – 22 *Context and Culture part deux*

- 18** Review the latest census for the zip codes surrounding your site
1. Identify your site and how it functions within its neighborhood. Is it a church or something else?
 2. How does the census information describe the local context?
 3. What assumptions might you make about the neighborhood from this description?
 4. Does your site reflect the zip code demographics?
 5. If it does not, what happened? If it does, how is this connection maintained?
 6. Be prepared to present your findings in class

20 **Synchronous Class – 7:00pm – 8:30pm (CT)**

During this class we will begin discussion of the census data and how to use it. We will also discuss how you might find out about the demographics of your site and its history in the community. You are not required to have the full summary developed during this class. The next two classes will be presentation of the contextual summaries.

Week 8 October 23-29 *Demographic and historical findings*

- 25** Prepare a preliminary Contextual Summary in which you review census information in relation to parish demographics. How do you see this congregation currently connecting to the surrounding community? How does the congregation understand its purpose in the community?

27 **Presentation of findings**
Synchronous Class: 7:00pm – 8:30pm (CT)

Week 9 October 30- November 5

- 3** **Presentation of findings continued/mid semester check in**
Synchronous Class: 7:00pm – 8:30pm (CT)
Check-in

Week 10 November 6-12 *Appreciative Inquiry*

8 Read: Stavros, *Conversations Worth Having*

Post On Canvas: In Canvas post examples of the kinds of people from your site who might be good sources for information about the congregation over time. If you are looking for diverse perspectives, who might you seek? What kinds of questions might you ask to avoid biasing the answers?

10 **Synchronous Class – 7:00pm – 8:30pm (CT)**

Appreciative Inquiry Practicum

Discussion of Field Focus

Check in

Week 11 November 13-19 *Developing a Field Focus*

15 **Assignment due by 5pm:**

On Canvas:

1. State your Field Focus and what you hope to learn.
2. Create and post five (5) appreciative inquiry questions that will provide meaningful insight regarding your Field Focus.
3. Identify five (5) people you will interview in relation to your Field Focus and explain why you have chosen them.

17 **Synchronous Class – 7:00pm – 8:30pm (CT)**

Analyzing the Questions

Be prepared to discuss your field focus

What is it and why does it matter to you?

Check In

24 **Thanksgiving - No Class**

Week 12 November 27- December 3 *Understanding Your Field Context*

29 **Who are these people and what are they doing here?**

Assignment due at class time

Prepare a Contextual Summary of your Field Site that answers the following:

What patterns are visible?

- What patterns might you suspect (wish to pursue)?
- What is the general narrative of the faith community?

- Where is the practical authority located?
- What generates excitement/energy?
- Where does the anxiety lie?

1 Presentation of Contextual Summaries

Synchronous Class – 7:00pm – 8:30pm (CT)

Week 13 December 4-10

8 Presentation of Contextual Summaries

Synchronous Class 7:00pm – 8:30pm (CT)

[Last class of the term]

- ***Final Reflective Essay due between December 9 & 18.
Please submit through Canvas:***

Write a comprehensive reflection that describes your sense of your field site context. “Comprehensive” means you are encouraged to draw on information gleaned from demographic data, supervisor observations, AI interviews, class reading, congregational genogram, personal interactions as well as field observations. Use your personal context and sense of self to answer the following questions:

- Who are they? Who are you? How will you both become “we?” min. 1250–max. 1750 words (5–7 pages)
- format for written work described in the *Student Handbook* must be followed

[This assignment in addition to the Contextual Summary will be placed in your portfolio for assessment purposes as defined above. Grading rubric is available on the CANVAS site under “Field Education 2 Fall 2022.]

Spring Semester 2022

Week 1 Jan.29-Feb. 4

Generational Studies

Follow the instructions for module 1 on Canvas and respond to the assignment prompt.

Feb 2 (Thursday) Synchronous Class 7:00pm – 8:30pm CT

Week 2 February 5 –11

Emotional Intelligence

Read Goleman and respond to the prompt on Canvas

Feb 9 Synchronous Class 7:00pm – 8:30pm CT

Week 3 February 12 – 18

Practice of Ministry

Critical Incident 1

Please follow the format described on Canvas. Peer review will follow each presentation.

Feb. 16 Synchronous Class 7:00pm – 8:30pm CT

Week 4 February 19 – 25 *Topics in Ministry*

Discussion Session

Feb 23 Synchronous Class 7:00pm – 8:30pm CT

Week 5 Feb 26- March 4 *Introduction to Adaptive Change Leadership*

Read: Heifitz, et al., *The Practice of Adaptive Leadership*;
respond to the assignment prompt on Canvas

March 2 Synchronous Class 7:00pm – 8:30pm CT

Week 6 March 5 - 11 *Practice of Ministry*

Critical Incident 2, Group 1

Mar 9 Synchronous Class 7:00pm – 8:30pm CT

Week 7 March 12 – 18 *Topics in Ministry*

Discussion session

March 16 Synchronous Class 7:00pm – 8:30pm CT

Week 8 March 19 - 25 *Leaders and Followers*

Read: Chaleff's *The Courageous Follower*, respond to the prompt on Canvas

March 23 Synchronous Class 7:00pm – 8:30pm CT

Week 9 March 26-April 1 *Leadership in Context*

Read: Steinke, *A Door Set Open* and respond to the prompt on Canvas

Discussion: How do we differentiate racially and ethnically diverse contexts from multicultural contexts

April 8 Synchronous Class 7:00pm – 8:30pm CT

April 2 - 8 *no class- Holy Week*

Week 10 April 9-15 *Practice of Ministry*

Critical Incident 3

Apr 13 Synchronous Class 7:00pm – 8:30pm CT

Week 11 April 16 - 22 *Topics in Ministry*

Discussion session

April 20 Synchronous Class 7:00pm – 8:30pm CT

Week 12 April 23 - 29 *Biblical Models of Leadership*

Read: Linthicum's *Transforming Power* and respond to the prompt on Canvas

April 27 Synchronous Class 7:00pm – 8:30pm CT

Week 13 April 30 - May 6 *Moving forward*

May 5 Final Session, Synchronous Class 7:00pm – 8:30pm CT

May 14 Final Assignment due by 5pmCT

Write a comprehensive, summative, theological self-reflection of self as faith community leader based on:

- models of leadership found in scripture
- observations and experiences from the field site
- understanding of systemic dynamics
- relational patterns and leadership styles.

Min. 5 – max. 8 pages In accordance with the *Student Handbook*, this assignment should conform to the most recent addition of *A Manual for Writers of Research Papers, Theses, and Dissertations*, commonly referred to as Turabian. Because this is a summative assignment it is recommended that this reflection not be completed prior to the final class session.

Academic Policies

All students in Bexley Seabury courses are expected to be familiar with the following information that is provided on Canvas, in Student Resources:

- Academic policies and forms
- Requests for withdrawals, extensions, and incompletes
- Technological requirements and assistance
- Writing guidelines and assistance
- Course Netiquette
- Prohibition of plagiarism