

Intermediate Domestic Community Development

3 credits

Class Information		Instructor Information		First day of classes:	Thur. Jan 4, 2018
Days:	Tues / Thurs.	Instructor:	Derek Cook, M.Sc., RSW	Last day to add/drop, or change to audit:	
Time:	1:00 – 2:15	Email:	Derek.Cook@ambrose.edu	Last day to request revised exam:	
Room:	L2084*	Phone:	403-410-2913	Last day to withdraw from course:	
Lab/Tut	NA	Office:	L2072	Last day to apply for time extension for coursework:	
*Note: This course will be offered in part off-site at the Genesis Centre (7555 Falconridge Blvd NE). Classes will be held at the Genesis Centre on Tuesdays, and at Ambrose University on Thursdays.		Office Hrs:	Fri. 11:00-12:00 or by appointment	Last day of classes:	Tues, Apr. 10, 2018

Textbooks:

- Brown, J. 2012. *Community Development in Canada*. Toronto: Pearson Canada Inc.
- Born, P. 2014. *Deepening Community: Finding Joy Together in Chaotic Times*. San Francisco: Berrett-Koehler Publishers Inc.

Readings will be also assigned from the following: (on Reserve Shelf)

- Fleras, A. 2010. *Unequal Relations: An Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. Toronto: Pearson Canada Inc.
- Phillips, R. and R. Pittman. 2015. *An Introduction to Community Development*. New York: Routledge Press.
- Sharma, R. 2012. *Poverty in Canada*. Toronto: Oxford University Press.
- Wilkinson, R. and K. Pickett. 2010. *The Spirit Level: Why Equality is Better for Everyone*. London: Penguin Books.

Assigned chapters from books on the reserve shelf in the library, news articles, guest speakers, simulation exercises and audio visual presentations will be used to supplement lectures and course materials.

Course Description:

This course provides a foundation in community development theory and practice in the current Canadian context. Building on various theoretical understandings of community, a range of community development approaches will be explored to address key issues facing communities. The role of the community development worker will be examined to understand effective models of leadership and ethical practice.

Expected Learning Outcomes:

It is the aim of the course that students will be able to:

- Apply various theories and approaches to understand the dynamics of contemporary Canadian communities and the role(s) of a community development worker.
- Articulate the nature and underlying causes of relevant issues facing Canadian communities, such as diversity and inclusion, housing, food security, income security etc...
- Understand the community development process and demonstrate competence in a variety of community development methods and skills, including community visioning, assessment, engagement, planning and evaluation, conflict resolution and reconciliation.
- Understand and apply various models of leadership in community development contexts.

Identify ethical issues and apply a framework for guiding ethical practice and making appropriate ethical decisions.

Course Requirements:

- Course Attendance and Participation (10%).
- Issue Paper and Presentation (25%).
- Book Review (15%).
- Major Project (50%).

Class Attendance and Participation (10%):

Class time will consist of a combination of lecture and “seminar” type activities (highly participative; discussion based). Therefore, participation in discussions and group activities will be a key component of learning throughout this course. Students are expected to attend all classes, having read assigned materials ahead of time and prepared for class in order to actively participate in these discussions. In addition, the onus will be placed on each student to take initiative and contribute as much as possible to participatory class dynamics and activities. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let your instructor know in advance (via email) so that this can be taken into account, as absences from class will negatively impact a student’s individual participation grade. Attendance at all classes is mandatory.

Issue Paper and Presentation (25%):

Working in small groups, the group will research a particular community issue and prepare a short paper and presentation on the issue to the class. The paper and presentation should focus on the nature of the issue, its underlying causes and its relevance to and manifestation in Calgary and the North of McKnight community.

Book Review (15%)

Over the course of the Semester, students will read a relevant book of their choice and prepare a book review that summarizes the key points of the book, its relevance to community development and the content of the course, and your personal reaction to the book and what it means to you in your ongoing development as a student or professional. Suggested books for review include:

- Block, P., W. Brueggemann and J. McKnight. 2016. *An Other Kingdom: Departing the Consumer Culture*. Hoboken, NJ.: John Wiley and Sons.
- Block, P., and J. McKnight. 2010. *The Abundant Community: Awakening the Power of Families and Neighbourhoods*. San Francisco: Berrett-Koehler Publishers Inc.
- Harder, C. 2013. *Discovering the Other: Asset-Based Approaches for Building Community Together*. Herndon, VA. The Alban Institute.
- Vanier, J. 1998. *Becoming Human*. New York: Paulist Press.
- Wilkinson, R. and K. Pickett. 2010. *The Spirit Level: Why Equality is Better for Everyone*. London: Penguin Books.
- Zolli, A. 2012. *Resilience: Why Things Bounce Back*. New York: Free Press.

Major Project (50%)

The major focus of this course will be on the development of a community development project that addresses an area of need in or builds on the assets of the North of McKnight community. The project should be structured as a formal proposal and include a discussion of the need / asset being addressed or developed, the rationale for the project linked to theory, the project goals, objectives and key activities, as well as a framework for monitoring and evaluation. The proposal ideally should link to the issue paper and presentation. This is a group project that will involve work over the entire duration of the course.

Submission of Assignments:

All assignments may be submitted in hard or electronic copy with a cover page that includes the student's name and STUDENT ID #.

Attendance, Punctuality and Participation

Attendance: As outlined in Appendix #2, failure to attend all classes will impact the grade out of 10%.

Punctuality to class: Class begins at 1:00 p.m. Please inform the professor via email if you will be late.

Classroom etiquette :

1. Entering and leaving class: Consistent exits and reentry to/from the classroom are disruptive to all. Please arrive promptly and do not leave the classroom unannounced, except for cases of emergency.
2. Electronic devices: Please ensure that cell phones are turned off or muted during class.
3. Food in the classroom: Please do not bring any hot food into the classroom.

Active Participation: Active participation means it will be obvious to the professor that you are engaging with the course material, that you are bringing insights from the readings into the classroom discussion, that you are trying to link course knowledge with everyday life. Active participation is judged as thoughtful input to the class. Active participation is ensured by presence in the classroom.. At the end of the semester when

the professor is filling out the Appendix #2, if she knows your name and you've left an impression on her of an engaged student, it will make her evaluation of your work and participation a much more "personal" process as she reflects on personal observations of growth in academic pursuit.

Evaluation:

Assignment Description	Due Date/ Accountability	Percentage of Grade
Class Attendance and Participation	End of term	10%
Issue Paper and Presentation	March 1	25%
Book Review	March 20	15%
Major Project	April 10 th	50%
TOTAL		100%

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal

from courses after the Registration Revision period will not be eligible for tuition refund. A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar’s Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “**Course Extension**” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control”.

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.

Appendix #1 Grading Rubric – Class Participation and Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<p>General Attendance (25%) (Excludes certain excused absences such as Ambrose athletic teams' out-of-town games)</p> <p>Note: General attendance excludes the last six classes that are covered by the criteria below.</p>	Misses no more than one class (100%); misses two classes (85%)	Misses three classes (72%).	Misses four classes (60%)	Misses five or more classes (0%)
<p>Presentation Days and Last Day of Class Attendance (25%) – Last six classes</p>	Attends all five presentation days and last day of class (100%); misses one of these days (85%)	Misses two of these six classes (72%)	Misses three of these six classes (60%)	Misses four or more of these six classes (0%)
<p>Group Discussions and Contribution Quality (50%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</p>	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

Appendix #2 Grading Rubric – Issue Paper Written

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	The paper as a whole fully addresses the assignment's objectives. The paper is well-developed and supported by external sources and focuses on relevant details. There is a unified wholeness to the paper.	The paper as a whole largely addresses the assignment's objectives. The paper is mostly developed and supported by external sources. The paper largely focuses on relevant details, but is a little unfocused occasionally. The paper as a whole is mostly unified.	The paper as a whole misses some of the assignment's objectives. Several of the objectives are not well developed or lack clarity. The paper as a whole is not very unified.	The paper as a whole doesn't really get at the assignment's objectives. The study does not have a sense of direction and is often unclear. The paper as a whole is fragmented.
Critical Thinking (25%)	The paper thoroughly addresses the questions identified in the guide, as well as addressing additional factors. A broad set of external sources are used (documents, multiple organizational interviews) to support the case study and address complex issues.	The paper generally addresses the questions identified in the study guide. A moderate set of external sources to support the paper are used and address standard sets of issues.	The paper addresses some of the questions identified in the study guide. A limited set of external sources are used to support the study and somewhat address standard sets of issues.	The paper doesn't really address the questions identified in the study guide. A very limited set of external sources are used to support the study and barely address standard sets of issues.
Voice and tone (15%)	It sounds like I care about my paper as a whole. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but the paper as a whole could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
Organization (15%)	The paper as a whole is well organized and structured and there is a sense of flow. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that links together the key issues, the assessment and analysis,).	The paper as a whole is relatively well organized and structured with a sense of flow. Overall, there is an acceptable opening, middle, and conclusion.	The paper as a whole is somewhat organized and structured but there isn't really a sense of flow. Overall, the organization and cohesiveness are rough but workable, but sometimes gets off topic.	The paper as a whole is not very organized or structured and there are many breaks in flow. Overall, the writing is aimless, disorganized, and lacking in cohesiveness.
Mechanics: Conventions and Sentence Fluency (15%)	The paper uses correct grammar, punctuation, and spelling. Sentences are clear, complete, and of varying lengths. The study follows the conventions of	There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed. The study generally follows APA or	There are enough errors in the case study to distract a reader. Sentences are often awkward, run-ons, or	Numerous errors make the case study hard to read. This is compounded by many run-on sentences and

	the APA or MLA writing style and these are used for citations in the case study and in the reference / works cited section.	MLA writing style, but there is inconsistency in its usage.	fragments. The case study suggests an idea what APA or MLA is, but indicates the writer is mostly guessing as to what is a writing style.	sentence fragments. The case study suggests that the writer doesn't know what APA or MLA is or doesn't cite sources.
--	---	---	---	--

Presentation

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (35%)	I deliver my presentation with a clear, confident, and well-paced voice so that all audience members can hear me. I demonstrate my awareness of the audience through physical presence and eye contact (not referring to my notes). I am enthusiastic and genuinely interested in my issue and as such, generate significant enthusiasm about it.	I deliver my presentation with a mostly clear, confident, and well-paced voice so that most audience members can hear me. I partially demonstrate my awareness of the audience through physical presence and eye contact (occasionally referring to my notes). I am mostly interested in my issue and as such, generate enthusiasm about it.	I deliver my presentation with a somewhat clear, confident voice that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing me. I don't really demonstrate an awareness of the audience because I am frequently referring to my notes. I am somewhat interested in my issue and as such, generate a little enthusiasm it.	I deliver my presentation with a subdued voice that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following me. I avoid looking at or engaging the audience all together. I am not interested in my case study and as such, generate no interest about it.
Creativity and Graphics (35%)	I design my presentation insightfully, creatively and skillfully. I innovatively or expertly prepare graphics at appropriate moments in my presentation. They also explain and reinforce the text and presentation.	I make a good attempt to provide insight or creativity to my presentation. I generally use graphics in my presentation and they mostly support the text and presentation.	I make some attempt to provide insight or creativity to my presentation. I seldom use graphics and when I do they don't really support the text and presentation.	I make no attempt to provide insight or creativity to my presentation. It is primarily text-based or when I do use graphics, they're used simply to get a few creativity and graphics points.
Structure, Organization, and Mechanics (30%)	I present the information in a very logical and interesting sequence which audience can follow. My conclusion flows from the rest of my presentation. It has no misspellings, grammatical errors, or formatting errors.	I present the information in a mostly logical sequence which audience generally follows. My conclusion largely flows from the the presentation. It has no more than three misspellings, grammatical errors, or formatting errors.	My presentation is not easy to follow. I am missing the conclusion is missing, or if its provided, it does not flow from the rest of my presentation. It has between four to five misspellings, grammatical errors, or formatting errors.	A lack of structure detracts from the message of my presentation. My points are disjointed and lack good transitions. My presentation has six or more six misspellings, grammatical errors, or formatting errors.

Appendix #3 - Course Reading, Assignments and Daily topics

Date	Class Topic/Chapter Title	Readings
Jan. 4	Introduction	No readings
Jan. 9	Concepts of Community	Brown, Chapters 1-2 Born, Chapter 1
Jan. 11	Community Development Perspectives	Brown, Chapters 3-4 Born, Chapter 2
Jan. 16	The Community Development Process	Brown, Chapter 6 1000 Voices Evaluation Report (2015)
Jan. 18	Project Planning	ACOA – Planning for Success
Jan. 23	Theories of Change	Theory of Change: A Practical Tool for Action, Results and Learning
Jan. 30	The Actors in Community	1000 Voices Governance Report
Feb. 1	Issues: Social Inclusion	Born, Chapter 2 Sharma, Chapters 3-4
Feb. 6	Building Relationships	Born, Chapter 3 Brown, Chapter 5
Feb. 8	Social Inclusion	Fleras, Chapter 1 Brown, Chapter 9
Feb. 13	Visions and Goals	Born, Chapter 4. Appreciative Inquiry: The Power of the Unconditional Positive Question. Beyond Problem Solving.
Feb. 15	Issues: Income Inequality	Wilkinson and Pickett, Chapters 1-2
Feb. 27	Community Assessment (1) - Quantitative Approaches	Born, Chapter 5 1000 Voices Community Profile Weblinks: - City of Calgary Community Profiles - Statistics Canada, Census Profiles

Mar. 1	Issues: Affordable Housing and Homelessness	Philips and Pittman, Chapter 19. The Right to Housing in Canada. A Plan Not a Dream.
Mar. 6	Community Assessment (2) - Qualitative / Participatory Approaches	Born - Chapter 6. A Short Guide to Community-based Participatory Action Research. Qualitative Research Methods - Chapter 7: Action Research.
Mar. 8	Issues: Food Security	Household Food Insecurity in Canada.
Mar. 13	Creating Strategic Objectives: Inputs, Outputs and Outcomes	Developing Goals and Program Objectives My-Peer Toolkit: Setting Objectives
Mar. 15	Issues: Community Health	SDOH – The Canadian Facts
Mar. 20	Moving to Action	Brown, Chapter 8 Developing Collective Impact Strategies
Mar. 22	Issues: Planning and Transportation	A Community Guide to the Planning Process Philipps and Pittman, Chapter 20
Mar. 27	Mobilizing for Action	Born, Chapters 7-8 Brown, Chapter 7 City of Calgary Engage Policy
Mar. 29	Issues: Employment	TD Economics – Precarious Employment in Canada
Apr. 3	Risk Management	How to Complete a Risk Assessment
Apr. 5	The Future of CD in Canada	Brown, Chapter 11 Born, Chapter 9
Apr. 10	Project Presentations	

Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany

the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.