

Course ID:	Course Title:	Fall 2018
CDPD 500	Curriculum Design and Program Development 500	Prerequisite: none
		Credits: 6

Class Information		Instructor Information		Important Dates	
Days:	Monday and Tuesday	Instructor	Brenda Dyck	First day of classes:	Mon, Sep 10, 2018
Time:	M:12:00 pm – 3:00 pm T: 12:30 pm– 3:30 pm	Email:	Brenda.Dyck@ambrose.edu	Last day to add/drop, or change to audit:	Fri, Oct 5, 2018
Room:	RE 112 (Mon and Tues)	Phone:	Ext.	Last day to request revised exam:	n/a
Lab/ Tutorial	n/a	Office:	Education building	Last day to withdraw from course:	Tue., Nov 13, 2018
Final Exam:	Mon., Dec 10-11, 2018	Office Hours:	By appointment	Last day to apply for coursework extension:	n/a
				Last day of classes:	Thur., Dec 14, 2017

Course Description

Explore ideas and practices for designing learning experiences for children (K-6). Students will work extensively from the Alberta Program of Studies to understand its structure and the essence of each subject discipline. They will consider the variables that exist in Alberta classrooms while developing lesson plans and simple assessments that use feedback as a learning tool.

Expected Learning Outcomes

- Deliver an effective mini-lesson to peers.
- Translate a specific learner outcome from the program of studies into an effective lesson that reflects the essence and priorities of the subject discipline.
- Identify the variables that need to be considered when planning lessons – time, prior knowledge, individual barriers to learning, student engagement, how one learns within the discipline, school culture and mandates...etc.
- Use a variety of instructional methodologies when designing lessons.
- Use feedback effectively.
- Design evidence-based ways of determining whether your lesson goals were met.

In order to achieve these outcomes, you will need to:

- Learn how to use a basic lesson planning framework, such as BOPPPS.
- Locate curriculum documents and support resources on the Alberta Education website.
- Interpret the structure of the various programs of study.
- Re-familiarize with the essence and aims of each elementary discipline – math, science, social studies, ELA, health and PE, fine arts – and build confidence with the content of each.
- Identify the process by which we acquire physical skills.
- Understand how the brain learns concepts.
- Understand how children learn mathematics from early numeracy to middle school.
- Find big ideas in the social studies curriculum.
- Outline the components of reading.
- Identify the variables that exist across Alberta classrooms, using what you observe in FE 500 rotations, what you learn about child development in LTA 500, what you discuss about philosophy and culture in SCMP 500, and your own experiences with children.
- Identify the conditions for learning.
- Understand the mindset of backwards design.
- Explore various teaching methodologies – Think-pair-share, visible thinking routines, entry/exit slips, direct instruction, math talks, centres, free play, collaborative problem solving, design thinking/makerspace, projects, critical challenges, experiential education, gamification, ...etc.
- Unpack the theory of feedback.
- Write clear goals for lessons.
- Know what to look for and attend to during a lesson.

Strategies for success in CDPD 500:

- Attend all classes on time. If you are absent for whatever reason, find a way to meaningfully engage with the work you missed. This means more than just *“reading over the slides and talking to a friend”*.
- Set learning goals and come prepared to lead your own thinking.
- Take really good notes in class. Include links, resources, and ideas that are shared. You can even do this collaboratively.
- Complete all your readings and come prepared for your tutorial roles.
- Use the library, the resources that are suggested in class, and your own internet research.
- Reach out to your mentor for support.
- Connect FE 500 with CDPD 500.
- Develop supportive networks within the cohort.
- Get comfortable with the uncomfortable, the uncertain and the ambiguous.
- Be open to grow your personality and preferences.

Professional Engagement looks like:

- Attending class on time.
- Letting *me* know **in advance** of class if you will be absent.
- Conducting personal business (texting, Facebook/Instagram/Snapchat/WhatsApp, phone calls, online shopping...etc.) outside of the classroom or on breaks.
- Seeking support and feedback from multiple places (not just me).
- Participating in class activities and tasks positively and enthusiastically.
- Addressing issues and conflicts with peers and professor promptly and professionally (i.e. don't huff and puff).
- Write proper emails to me.

Textbooks

none

Memberships/Paid Subscriptions

Alberta Assessment Consortium – www.aac.ab.ca, username: Ambroselp; password: ed4Kidz

Critical Thinking Consortium – create your own login at www.tc2.ca/shop/create_account

LearnAlberta portal- www.learnalberta.ca login: LPS22 password: 8441

Requirements:

Assessment	%	Due Date
Micro-teaching assignment	25	Week of October 29
Lesson plans – div 1 and div 2	35	Monday, November 26, 2018
Lesson Analysis Task (in-class assessment task)	10	Tuesday, December 3, 2018
Oral exam	20	Week of December 10, 2018
Attendance, punctuality and professional engagement	10	Thursday, December 13, 2018

What do the grades mean?

A+	Reserved for exceptional performance. Normally only 2-3 students get this grade.
A	Expected performance for this stage of a professional (pre-service teacher) after-degree.
A-	Nearly. More attention to detail, or depth/complexity is required.
B+/B/B-	Significant gaps in performance, and/or work shows lack of care.
C	This will likely result in a conversation with your professor and the dean.
D	You must achieve a C or higher to continue into FE 600.

Attendance:

Attendance is mandatory.

Course Schedule

Schedule is subject to change. **NOTE: Red font indicates a change**

		Monday	Tuesday
	Sep 3	Labor Day	
1	Sept 10,11	Introductions & Course Outline Willing To Be Disturbed (Margaret Wheatley) Letter to my professor	Foundations of learning design. Conditions for learning. BOPPPS. Assessment 101.
2	Sept 17,18	Micro-teaching #1 (formative)	Tutorial 1 Social Studies and Inquiry
3	Sept 24,25	Teaching Social Studies	Teaching Social Studies
4	Oct 1,2	Tutorial 2 Teaching Science	Teaching Science
5	Oct 8,9	Thanksgiving	
6	Oct 15,16	Tutorial 3 Teaching Fine Arts	Teaching Mathematics
8	Oct 22,23	Teaching Mathematics	Feedback Theory
9	Oct 29,30	Micro-teaching #2 – Groups of 5 rotate each hour. Remaining students work on collaborative math project.	
9	Nov 5,6	Fall Reading Break	
10	Nov 12,13	Tutorial 4 Teaching Physical Education	Teaching Physical Education
11	Nov 19,20	Teaching ELA	Tutorial 5 Teaching ELA
12	Nov 26,27	Teaching ELA	Teaching ELA
13	Dec 3,4	Lesson Analysis Task, Summarization skills and strategies	Course wrap-up, evaluations, celebration
14	Dec 10,11	Oral exam	Oral exam

Please read before the September 10 class:

Wheatley, M. (2002). Willing to be disturbed. San Francisco, CA: Berrett-Koshler Publishers, Inc. Retrieved from <https://www.ode.state.or.us/opportunities/grants/saelp/willing-to-be-disturbed.pdf>

Please read before the September 11 class:

Palmer, P. (1997). The heart of a teacher: Identity and integrity in teaching. *Change: The Magazine of Higher Learning*, 29(6), 14-21. Retrieved from https://biochem.wisc.edu/sites/default/files/labs/attie/publications/Heart_of_a_Teacher.pdf

Assignment Details

1. Microteaching (25%)

Outcomes assessed

- Deliver an effective mini-lesson to peers.
- Use a variety of instructional methodologies when designing lessons.
- Use feedback effectively.
- Design evidence-based ways of determining whether your lesson goals were met.

Why this?

There are varying degrees of teaching experience among the cohort. Some of you have been designing learning experiences and leading groups (children and/or adults) for years. You may be very comfortable with the sound of your own voice projected in a classroom. Others are new to the experience of public speaking and teaching and may find it nerve-wracking and uncomfortable. Many teachers are happy teaching children but not colleagues. Regardless of your experience, we all stand to improve our practice of public speaking, designing a learning experience, and leading a class. Standing in the front of a classroom, teachers need to be **confident, engaging, purposeful/organized** and **verbally articulate**. The first part of this assignment provides you a baseline at the beginning of your pre-service journey – a chance to experience teaching right away and reflect upon your existing skills (or fears). The second part will be evaluated and is where you will incorporate feedback received from the first attempt and what you have learned in CDPD 500 thus far.

Instructions

You will design and deliver two 10-minute mini-lessons to a small group of your peers (approx. 6-7). The first lesson will be given in week two. This will be recorded on your own device and you will also receive feedback from your peers. At the conclusion of your first lesson one person will be assigned to give you immediate verbal feedback. You will be provided support in order to do this effectively. You are encouraged to take this feedback and make notes regarding what you did well, what you need to improve, and what you learned from watching you peers.

The second lesson will take place in week 8. You may re-teach the same lesson, or do a completely different one. Your same group will need to sign up for a 90-minute block during that week, and I will watch and evaluate all of them. You will also submit a 200-300 word reflection that lets me know whether you felt this lesson was successful and why, and what you would do to improve.

The topic of your lesson can be on anything you choose. It must be no more than 10 minutes in length and a countdown timer will be visible for you. At 10:30 you will be cut off.

Your lesson should follow the BOPPPS model for design:

Bridge (Hook)	Gain attention, create value
Outcome	At the end of this lesson, learners will be able to...
Pre-test	Assess current abilities, understanding, experience and/or interest
Participatory Learning	Involve, inform, inspire. What is your instructional methodology?
Post-assessment	Assess learning
Summary	Integrate and transfer learning, bridge-out

Evaluation Criteria

A+	All the criteria below, plus you have a strong teacher presence. You were able to use the 10 minutes for maximum learning through an exceptional lesson.
A	BOPPPS was clearly followed. The sequencing was logical and organized. The lesson was successful at achieving its goals. The delivery was articulate, engaging, and with minimal filler words. You demonstrated confidence. Your reflection showed critical analysis, accurate assessment, and was forward-looking.
A-	One or two of the criteria above were not met
B+/B/B-	More than two of the criteria above were not met.
C	Lesson was disorganized and show lack of preparation.

Guidelines for Giving Feedback

To be completed by audience members.

NAME: _____

	Masterful	Satisfactory	Not yet	
Strong opening that captured my attention				
The purpose was clear				
Teaching/speaking presence (use of eye contact, confidence, in-control, calm)				
Avoidance of filler words (ah, um, urh, so, like...etc)				
Speech was logically organized				
Conclusion was effective and explicitly addressed the purpose.				
Ability to articulate clearly and effectively				
The one thing I will remember is:				
The strongest part of this speech was:				
An opportunity to improve is:				
Overall	Award-winning and memorable	Well-organized and executed	Mostly kept my attention	Plenty of opportunity to improve

Tips for giving verbal feedback

- Remember that you are the audience so you are qualified to give feedback.
- Don't beat around the bush. Both negative and positive feedback should be given in a straightforward manner.
- Don't use "BUT" to segue from complimentary to critical feedback.
- Remember that your feedback should reflect an intention to contribute to your peers' success.
- Don't make declarative statements about the person, i.e. instead of "You have so much energy", say, "Your presentation felt energetic and I feel invigorated at the end of it".
- Comment on things that can be actioned upon.
- Don't speak on behalf of the group. Give your experience of the presentation. Avoid superlatives.
- Communicate observations: "I noticed that...", "This caught my attention...", "This is what I liked..."
- Communicate the impact of your observations: "I am left a little confused about...", "That mannerism might be distracting for students", "I have learned ____ from your presentation".
- Write down what you are going to say.

2. Lesson plans – Division 1 & 2 (35%)

Outcomes assessed

- Translate a specific learner outcome from the program of studies into an effective lesson that reflects the essence and priorities of the subject discipline.
- Identify the variables that need to be considered when planning lessons – time, prior knowledge, individual barriers to learning, student engagement, how one learns within the discipline, school culture and mandates...etc.
- Use a variety of instructional methodologies when designing lessons.
- Design evidence-based ways of determining whether your lesson goals were met.

Why this?

Planning for learning is the main focus of this course. While it is true that most experienced teachers do not create detailed daily lesson plans, pre-service teachers benefit from the process of systematic and formal planning.

Instructions

Write two complete lesson plans, one for division 1 and one for division 2, each for a different discipline. You may choose any topics. Apply what you know about how students engage with that discipline to sequence learning. You will complete practice lesson plans throughout the semester and receive feedback along the way. You can make your lesson plan for a single 45-minute class, or for a series of lessons that scaffold across a few days. Your lesson plan can be presented in a template of your choice but it will need to include the following information:

- Context. What is the culture of the school? (City/rural/bedroom community, TLC, inquiry-based, flexible, high technology, no homework...etc.) Who is your audience? (upper socio-economic, high ELL, indigenous, many IPPs...etc.) What time of the year is this lesson? Do you team teach, or have an EA, parent helpers? What is the developmental capability of the students? Do you have any students that need special attention and programming (autism, gifted...etc)?
- Clear goal for the lesson. It must be observable, connected to a learning outcome in the program of study, and achievable with the time frame and within the context given.
- A list of potential student prior experiences and understandings, including possible misconceptions or poorly developed habits.
- A sequence of activities with an opening, body and conclusion. These are aligned with the context and maximize student learning and involvement.
- What *you* going to do and pay attention to during the lesson.
- A statement about how you will know you achieved the lesson goal.
- All the resources you will need (worksheets, list of supplies and equipment, other helpers, teaching notes)

Evaluation Criteria

To be used for each of the two lesson plans.

A+	Attention to detail and depth of complexity exceeds what is expected of a first semester student teacher.
A	Lesson plan align with context. The instructional methodology and sequence of activities align with the outcome and how students learn within that discipline. There is enough detail to be executable by a sub. Consideration is given to prior experience and/or understanding. Consideration is given to the variables you will possibly encounter. There is a concrete and explicit means of determining whether the lesson goal was met. All the resources are provided. Professionally presented. All required sections are included.
A-	One or two of the criteria above were not met.
B+/B/B-	More than two of the criteria above were not met.
C	Significantly below standard.

3. Lesson Analysis Task (10%)

Why this?

This is a foundation course which will offer a large body of knowledge that you are expected to retain and recall for future application. One of these applications relates specifically to your ability to identify strengths and weaknesses in teaching practices- your own and those you observe face to face or in professional resources.

Guidelines

Prior to this in-class assessment task you will be provided with a selection of teaching videos and will select one to view and evaluate for effective practice and areas for improvement. You will base your evaluation decisions on what you have learned in CDPD 500. You will bring these ideas to class and use them to answer the in-class Lesson Analysis question.

Evaluation Criteria

Teaching videos and question context will be given by week 9.

4. Oral Exam (20%)

Why this?

This is a foundation course which will offer a large body of knowledge that you are expected to retain and recall for future application. In addition, a final exam will provide accountability and incentive to engage meaningfully with the content of this course.

Guidelines

You will be presented with a selection of questions to be answered. You will choose one question in advance of the oral exam and have adequate time to prepare a response. The other question(s) will be chosen by your professor from the bank of questions.

Evaluation Criteria

Questions, evaluation criteria and scoring will be given by week 9.

5. Professionalism (10%)

This degree is the beginning of your professional career as an educator. For that reason, the Ambrose Bachelor of Education program reflects the expectations and standards of the profession. This is the hallmark of a professional degree. Once you get hired, you are held accountable to the Alberta Teaching Quality Standard which addresses professional behaviour in multiple ways (life-long learning, fostering effective relationships, adhering to policy...etc.) and the Alberta Teachers' Association Code of Professional Conduct.

You will be evaluated on your attendance, punctuality, and your professional engagement and conduct (see professional expectations above).

Evaluation Criteria

A+	I want to hire you to my staff now!
A	Consistently present and punctual. You contribute to the learning community. You demonstrate self-awareness as a member of a group. You take ownership of your learning and seek feedback and resources from multiple places beyond the course. You abide by the professional expectations given in the syllabus.
A-	One or two of the criteria above were not consistently met.
B+/B/B-	Still developing a professional capacity.
C	Consistently late or misses more than 2 classes for non-medical reasons.

Tutorial Information

There are five student-led tutorials during the semester. There will be 3-4 readings per tutorial that have been curated from peer-reviewed educational research, text chapters, and/or academic reports and provide some more substance to the topics discussed in class. Readings can be found on Moodle. It is expected that you complete your readings and prepare for your tutorial roles. If you are absent for the tutorial, please let your leader know, send your contributions in advance, and Facetime/Skype into the meeting.

Tutorial 1	Sep 18	THEME – Teaching and Learning Social Studies
		<ul style="list-style-type: none"> Case, R. & Abbot, M. (2013) Creating meaningful goals for elementary social studies. In <i>The Anthology of Social Studies: Issues and Strategies for Elementary Teachers</i>. Gibson, S. (2012). Why do we learn this stuff? Students’ views on the purpose of social studies. <i>Canadian Social Studies</i>. 45(1), 43-58. Meyers, J. & Case, R. (2013). Promoting conceptual understanding in elementary classrooms. . In <i>The Anthology of Social Studies: Issues and Strategies for Elementary Teachers</i>. Lock, J. & Duggleby, S. (2017). Authentic learning in the social studies classroom: Connecting globally. <i>One World in Dialogue</i>, 4(1), 20-27.
Tutorial 2	Oct 1	THEME – Teaching and Learning Science
		<ul style="list-style-type: none"> Christodoulou, D. (2011). <i>Seven Myths about Education</i>. pp. 11-25 Hamilton, C. (2016). <i>Critical Thinking for Better Learning</i>. pp. 19-24 Davis, E.A. (2008). Elementary teachers’ beliefs about effective science teaching: A longitudinal study. <i>Proceedings of the 8th International Conference for the Learning Sciences</i>, 1, 199-206. Bevan, B., Petrich, M. & Wilkinson, K. (2014-15). Tinkering as serious play. <i>Educational Leadership</i>, 72(4), 28-33.
Tutorial 3	Oct 15	THEME – Teaching and Learning Mathematics
		<ul style="list-style-type: none"> Ontario Government. (2011) Maximizing Student Mathematic Learning in the Early Years. Capacity Building Series. 1-8 Ontario Government. (2011). Asking Effective Questions. <i>Capacity Building Series</i>, 1-8 Boaler, J. & Selling, S.K. (2017). Psychological imprisonment or intellectual freedom? A longitudinal study of contrasting school mathematics approaches and their impact on adults' lives. <i>Journal for Research in Mathematics Education</i>, 48(1), 78-105. Vandenpol, R. (2016). Automaticity. Building the Foundation for Mathematical Mastery. <i>Delta-K</i>, 53(2), 32-37. Zazkis, R., Sinclair, N., Liljedahl, P. (2009). Lesson play: A vehicle for multiple shifts of attention in teaching. In S. Lerman & B. Davis (Eds.), <i>Mathematical Action & Structures Of Noticing: Studies inspired by John Mason</i> (pp. 165–178). Rotterdam, Netherlands: Sense publishers. Zazkis, R., Liljedahl, P. & Sinclair, N. (2009). Lesson Plays: Planning teaching vs. teaching planning. <i>For the Learning of Mathematics</i>, 29(1), 40-47.
Tutorial 4	Nov 12	THEME – Teaching and Learning Physical Education
		<ul style="list-style-type: none"> Barnett, L.M. (2016). Fundamental movement skills. An important focus. <i>Journal of Teaching in Physical Education</i>, 35, 219-225. Jaakkola, T., Yli-Piipari, S., Huotari, P., Watt, A., & Liukkonen, J. (2015). Fundamental movement skills and physical fitness as predictors of physical activity: A 6-year follow-up study. <i>Scandinavian Journal of Medicine and Science in Sports</i>. 26(1), 74-81 Koch, K. A. & Hasbrouck, L. (2013). <i>Exploring the link between physical activity, fitness and cognitive function. Research findings</i>. Chicago, IL: Illinois Public Health Institute.
Tutorial 5	Nov 20	THEME – Teaching and Learning ELA
		<ul style="list-style-type: none"> Allington, R. (2002). What I’ve learned about effective reading instruction from a decade of studying exemplary elementary classroom teachers. <i>Phi Delta Kappan</i>, 83(10), 740-747.

	<ul style="list-style-type: none"> • Bass W. & Sibberson F. (2015). Digital Reading: What's Essential in Grades 3-8. <i>National Council of Teachers of English</i>. • Harste, J.C. (2003). What do we mean by literacy now? <i>Voices From the Middle</i>. 10(3), 8-12. • Calkins, L., and Ehrenworth, M. (2016). Growing Extraordinary Writers: Leadership Decisions to Raise the Level of Writing Across A School and a District. <i>The Reading Teacher</i>, 70 (1). 7-18. • Willingham, D. (2006/07). The usefulness of brief instruction in reading comprehension strategies. <i>American Educator</i>, 39-50 • Wolf, M. & Barzillai, M. (2009). The importance of deep reading. <i>Educational Leadership</i>, 66(6), 32-37.
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You will be in groups of five and each member will have a specific rotating role. See below for the list of roles and duties.

	Responsible for...
Leader	Choosing a location, running the tutorial, keeping the discussion on track, posing some critical questions for discussion, ensuring that everyone's voice is heard.
Background-giver	Providing information about the author(s), the study that was conducted, and any other relevant information that would provide context.
Critic	Presenting at least one supported argument that challenges the notions put forward in the readings. This could include something from public opinion, research that contradicts the findings, criticism of the methodology of the study, or the reality of what you have observed in the profession so far.
Extender	Providing at least one additional idea, report, or piece of research that extends the readings.
Note-taker	Using the discussion template to record the discussion, who did what role, and 3-4 key takeaways. This needs to be submitted by the end of that day.

Grade Summary:

The available letters for course grades are as follows:

Letter Grade	Grade Point Weight	Description
A+	4.0	Excellent
A	4.0	
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	
D+	1.3	Minimal Pass

D	1.0	
F		Failure

Ambrose University Academic 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.