

Course ID:	Course Title:	Fall 2021
CDPD 500-1	Introduction to the Principles and Practices of Curriculum Design and Program Development	Prerequisite: None
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Christy Thomas, EdD, MEd, BEd.	First day of classes:	Wed, Sept 8
Room:	RE 110	Email:	christy.thomas@ambrose.edu	Last day of classes	Fri, Dec. 10
Days: Monday: 1:00 pm - 3:30 PM Thursdays: 8:30 am – 11:00 am		Phone:		Last day to add/drop, or change to audit:	Sun, Sept 19
		Office:	RE148	Last day to withdraw from course:	Mon, Nov 22
		Office Hours:	By Appointment		

Course Description

Explore introductory 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. Students will consider the variables that exist in Alberta classrooms while developing lesson plans and simple assessments that use feedback as a learning tool.

Teacher Quality Standards Addressed

- Engaging in Career-Long Learning
- Demonstrating a Professional Body of Knowledge
- Establishing Inclusive Learning Environments

Program Requirements

Numeracy

- Teaching math 12 hours

Literacy

- Development of reading 6 hours
- Teaching writing 3 hours

Canadian Studies

- Teaching social studies 12 hours

Science

- Teaching science 12 hours

Expected Learning Outcomes

1. Reflect on curriculum theory in relation to emerging teacher practice.
2. Use the Alberta programs of study to design engaging and meaningful sequence of teaching, learning, and assessment over the course of a lesson.
3. Understand and apply the connection between individual lessons, units of study, and learner outcomes.
4. Identify and apply connections between the programs of study, student's lives, and the living disciplines.

Course Readings and Resources

There is no required textbook for this course. Assignment specific readings are listed below and will be made available in Moodle and Google Classroom and can also be found in the course schedule.

Required

Aoki, T. T. (2012). Teaching as indwelling between two curriculum worlds. In Pinar & Irwin (Eds.). *Curriculum in a new key: the collected works of Ted T. Aoki.* (159-166) New York: Routledge, Taylor & Francis Group.

Alberta Education. (2021). Literacy & Numeracy: What do literacy and numeracy look like? <https://education.alberta.ca/literacy-and-numeracy/about-literacy-and-numeracy/>

Alberta Education. (2021). Literacy and Numeracy Progressions.

<https://education.alberta.ca/media/3402192/lit-and-num-progressions.pdf>

Alberta Education. (2021). Social-emotional learning. <https://www.alberta.ca/social-emotional-learning.aspx>

Alberta Teacher's Association. (2009-2016). Creating a compassionate classroom. <https://canwetalk.ca>

Dixon, D., & Worrell, F. (2016) Formative and summative assessment in the classroom. *Theory Into Practice: Psychological Science at Work in Schools and Education*, 55(2), 153-159

Donald, D. (2020). Homo economicus and forgetful curriculum: Remembering other ways to be a human being [Video] <https://www.youtube.com/watch?v=VM1J3evcEyQ&feature=youtu.be>

Eisner, E. (2002). The three curricula that all schools teach. In *The educational imagination: On the design and evaluation of school programs* (3rd ed.) (87-107). Upper Saddle River, NJ: Merrill Prentice Hall.

Fountas, I. C. & Pinnell, G. S. (2012). Guided Reading: The Romance and the Reality. *The Reading Teacher*, 66(4), 268-284.

<https://www.rtsd.org/cms/lib/PA01000218/Centricity/Domain/797/guided%20reading%20F%20and%20P%20article%20%202012.pdf>

Friesen, S., Saar, C., Park, A., Marcotte, C., Hampshire, T., Martin, B., Brown, B., & Martin, J. (2015). *Focus on Inquiry*. [eBook] Retrieved from <http://inquiry.galileo.org/> (Chapter 1 & 3)

- Friesen, S., & Jardine, D. (2010). New Times, New Ways. *ATA Magazine*, 91(1), 48-51.
<https://www.teachers.ab.ca/News%20Room/ata%20magazine/Volume-91/Number-1/Pages/New-Times-New-Ways.aspx>
- Giroux, H. (2019). All education is a struggle over what kind of future you want for young people. [Video]. Youtube. <https://www.youtube.com/watch?v=LCMXKt5vRQk>
- Hill, J. (2021). Scaffolding literacy skills across the curriculum. [Video]. Youtube. <https://www.youtube.com/watch?v=VKj7GtuxA0U>
- Hill, J. (2021). Scaffolding numeracy skills across the curriculum. [Video]. Youtube. <https://www.youtube.com/watch?v=GmkAE-S4qsg&t=1191s>
- Kennedy Center Education. (2021). What is arts integration? <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>
- Kimmerer, R. (2013). In the Footsteps of Nanabozho: Becoming Indigenous to Place. In *Braiding sweetgrass : Indigenous wisdom, scientific knowledge and the teachings of plants*. Minneapolis, MN: Miklweek Editions.
- Malaguzzi, L. [Centro Internazionale Loris Malaguzzi]. (2017, December 20). PIAZZA_PIAZZE. [Video]. Youtube <https://www.youtube.com/watch?v=g65ZO7zbVKI>
- Martin, B. H. (2017). Teaching the arts as a second language: A school-wide policy approach to arts integration. *Arts Education Policy Review*, 118(2), 116–122.
<https://doi.org/10.1080/10632913.2016.1160261>
- Robb-Hagg, A. (2021). Building mathematical confidence: Using math talk in a second language context. *delta-K*, 56(1), 20-29. <https://www.mathteachers.ab.ca/2021/04/30/building-mathematical-confidence-using-math-talk-in-a-second-language-context/>
- Sumrall, W., & Sumrall, K. (2018). Understanding by design. *Science and Children*, 56(1), 48-54. Retrieved from <https://www-proquest-com.ezproxy.acnuc.talonline.ca/scholarly-journals/understanding-design/docview/2081757044/se-2?accountid=8270>
- The Museum Center for Learning. (2013, September 4). [The Museum Center for Learning]. StoryWorkshop: Preparation. [Video]. Youtube. <https://www.youtube.com/watch?v=FnxocAOoRRk>

Course Schedule

The following is an outline of the course **it will be adapted** to meet the emerging needs and dynamics of the students in the course. The instructor will communicate an updated weekly schedule via Moodle.

Date	Topic/Reading	Reminder
Week One September 9	<p>Introduction to Curriculum Theory <i>What is curriculum? Who decides? What is the relationship between curriculum, teaching and learning? How do perspectives influence this?</i></p> <p>Readings Eisner (2002) Aoki (2012)</p>	
Week Two Sept 13 & 16	<p><i>How do the disciplines live in the world? How might students learn from and draw on different disciplinary ways of thinking, knowing and being?</i></p> <p>Front Matter and Introduction to Living Discipline Photo Essay</p> <p>Readings Friesen & Jardine (2010) Kimmerer (2013)</p>	<p>Visual Synthesis #1 (group) Sept.17</p>
Week Three Sept 20 & 23	<p><i>How might we design an engaging and meaningful sequence of teaching, learning, and assessment over the course of a lesson using the provincial curriculum?</i></p> <p>Readings Friesen et al. (2015). <i>Focus on Inquiry</i>. [eBook] *chapter 1 Sumrall, W., & Sumrall, K. (2018). Understanding by design. <i>Science and Children</i>. Dixon, D., & Worrell, F. (2016) Formative and summative assessment in the classroom.</p>	<p>Lesson Plan #1: I am Canada Sept. 21</p>
Week Four Sept27 & 30	<p>Introduction to Curriculum Theory <i>What is curriculum? Who decides? What is the relationship between curriculum, teaching and learning? How do perspectives influence this?</i></p> <p>Readings Donald (2020). Homo economicus and forgetful curriculum: Remembering other ways to be a human being. [Video].</p>	<p>Lesson Plan #2: RVS Geographic Sept. 28</p> <p>Visual Synthesis #2 (individual) Oct.1</p>

	Giroux (2019). All education is a struggle over what kind of future you want for young people. [Video].	
Week Five Oct 4 & 7 *Deeper Life Conference Oct. 6	<p><i>What is literacy? Why is it important? What does it mean to have a balanced approach to literacy? What resources can support literacy? What does it mean to create an ethical space?</i></p> <p>Readings Hill (2021, video). Scaffolding literacy skills across the curriculum Alberta Education. (2021). Literacy & Numeracy: What do literacy and numeracy look like? (Focus: Literacy) Alberta Education. (2021). Literacy and Numeracy Progressions. (Focus: Literacy)</p>	Lesson Plan #3: Ripples of Change Oct. 8
Week Six Oct 14 *Thanksgiving – Oct. 11	<p><i>What is literacy? Why is it important? What does it mean to have a balanced approach to literacy? What resources can support literacy?</i></p> <p>Readings Fountas, I. C. & Pinnell, G. S. (2012). Guided Reading: The Romance and the Reality.</p>	Visual Synthesis #3 (Group) Oct. 15 Lesson Plan #4: I love Reading Oct. 16
Week Seven Oct 18 & 21	<p><i>What is the role of the environment as a third teacher?</i></p> <p>Readings Malaguzzi (2017). Piazza_Piazza. [Video]. The Museum Center for Learning (2013). StoryWorkshop: Preparation. [Video].</p>	Lesson Plan #5: Tin Forest Oct. 22
Week Eight Oct 25 & 28	<p><i>What is numeracy? Why is it important? What does it mean to have a balanced approach to numeracy? What resources can support numeracy? What is scientific inquiry? What does it mean to think like a scientist?</i></p> <p>Readings Hill (2021, video). Scaffolding numeracy skills across the curriculum Alberta Education. (2021). Literacy & Numeracy: What do literacy and numeracy look like? (Focus: Numeracy)</p>	Midterm Self- Assessment Oct. 26 – <i>Mentor Teacher Feedback on Lessons 1-5</i> Lesson Plan #6: Eco-Inquiry Oct. 29

	Alberta Education. (2021). Literacy and Numeracy Progressions. (<i>Focus: Numeracy</i>)	
Week Nine: Nov 1 & 4	<p><i>What is numeracy? Why is it important? What does it mean to have a balanced approach to numeracy? What resources can support numeracy?</i></p> <p>Readings Robb-Hagg (2021). Building mathematical confidence.</p>	<p>Visual Synthesis #4 (Group) Nov.2</p> <p>Lesson Plan #7 Math needs a makeover Nov.5</p>
Week Ten: Nov 8-13	READING WEEK (no classes)	
Week Eleven Nov 15 & 18	<p>Arts Integration</p> <p>Readings Kennedy Center Education. (2021). What is arts integration? [Website]. Martin, B. H. (2017). Teaching the arts as a second language: A school-wide policy approach to arts integration.</p>	<p>Lesson Plan #8: Artist in Residence Nov.19</p>
Week Twelve Nov 22 & 25	<p>Health and Wellness</p> <p>Readings ATA. (2009-2016). Creating a compassionate classroom. [Website]. Alberta Education. (2021). Social-emotional learning. [Website].</p>	<p>Lesson Plan #9 Keep Your Mind Up! Nov.26</p>
Week Thirteen Nov 29 & Dec 2	Preparation for Exhibition	<p>Living Discipline Photo Essay Draft Nov.29</p> <p>Lesson Plan Portfolio Dec. 3</p>
Week Fourteen Dec 6 & 9	<p>Exhibition of Learning Course Evaluations Self-Assessment</p>	<p>Living Discipline Photo Essay Dec.9</p>

Learning Tasks Overview

Learning Task	Assigned as	Outcome(s)	Due Date
Visual Synthesis	Individual/Group	1	Sept. 17 (Group), Oct. 1(Indiv.), Oct. 15 (Group), Nov.2 (Group)
Lesson Plan Portfolio	Group	2, 3, 4	Midterm Submission – Oct. 26 Final Submission– Dec. 3
Living Discipline Photo Essay	Individual	3 and 4	<i>Draft due: Nov.29</i> December 9

Learning Task 1: Curriculum Visual Synthesis (individual/group)

You are asked to develop **four** visual syntheses (i.e. infographic, text/visual/audio voice-over, visual essay, etc.) to consolidate key ideas or arguments and share ideas for your emerging teaching practice from weekly topics, discussion and activities. Each visual synthesis will build and demonstrate your understanding of Learning outcome 1. One of the visual syntheses will be completed individually and three visual syntheses will be completed in a small group.

Visual Synthesis Topic	Due Date
Visual Synthesis #1 (Group of 3-4): Living Disciplines – Social Studies, Science, Math, ELA <i>How do these disciplines live in the world? How might students learn from and draw on these different disciplinary ways of thinking, knowing and being?</i>	Sept. 17 (Group)
Visual Synthesis #2 (Individual): Introduction to Curriculum Theory <i>What is curriculum? Who decides? What is the relationship between curriculum, teaching and learning? How do perspectives influence this?</i>	Oct. 1 (Individual)
Visual Synthesis #3 (Group of 3-4): Literacy <i>What is literacy? Why is it important? What does it mean to have a balanced approach to literacy? What resources can support literacy?</i>	Oct. 15 (Group)
Visual Synthesis #4 (Group of 3-4): Numeracy <i>What is numeracy? Why is it important? What does it mean to have a balanced approach to numeracy? What resources can support numeracy?</i>	Nov.2 (Group)

Learning Task 1 Visual Synthesis Criteria & Rubric

Learning Outcome 1

Criteria	Emerging (B- to B)	Progressing (B+)	Mastery (A- to A+)
Reflect on curriculum theory in relation to emerging teacher practice.	Demonstrates a specific and well thought out reflection and beginning critical analysis of the ideas encountered in the course. Charts next learning steps. Viewpoints and interpretations are supported with examples that are general in nature.	Demonstrates an in-depth reflection on, personalization of and critique of the ideas encountered in the course. Frames important questions and learning steps. Viewpoints and interpretations are supported with examples from the readings, videos, personal experiences, and ideas of peers.	Explores own evolving perspective in relation to complex themes and insightful interpretations. Demonstrates self-awareness, deep reflection, and commitment to future inquiry and growth. Viewpoints and interpretations are illuminated by key insights from the course materials and discussions.

Learning Task 2: Lesson Plan Portfolio

Working in a small group you are asked to design 9 lesson plans throughout the term. You will be provided with class time to work with your group and will use a lesson planning template. Each lesson plan will be inspired by a unit concept, a classroom context, and the needs and interests of students. To this end, we will watch video inspirations to set the stage for your planning. In your lesson plans you will connect to the Alberta Programs of Studies and design for formative assessment to guide teaching and learning.

LT2 Absence Information

If you are unable to attend class to collaborate with your group, you will be required to create an individual lesson plan for that week. You will be provided with information from the class to support you to make up for the scaffolding you miss in your absence. Please contact the instructor if you need additional support or an extension to the assignment due date. Please note that if you need to miss multiple classes during the term, you and the instructor will need to co-develop an alternative plan for your success.

LT 2 Criteria and Rubric (Learning Outcomes: 2, 3 & 4)

Criteria	Emerging (B- to B)	Progressing (B+)	Mastery (A- to A+)
<p>Use the Alberta programs of study to design engaging and meaningful sequence of teaching, learning, and assessment over the course of a lesson.</p>	<p>Lesson plans demonstrate emerging understanding of formative assessment and/or yield limited evidence for assessment. Scaffolding steps do not consider the diverse learning needs of students.</p>	<p>Lesson plans include formative assessment to improve student learning. Scaffolding steps feature entry points for diverse students to access the learning.</p>	<p>Lesson plans demonstrate understanding of designing formative assessment to inform instructional decisions. Learning designs demonstrate an understanding of triangulation of evidence through the collection of appropriate observations, conversations, and products. Multiple means of engagement provide opportunities for learners to bring their unique voice to the topic and scaffolding steps coupled with formative assessment provide pathways for students to move forward in their development of key skills from the Program of Study.</p>
<p>Understand and apply the connection between individual lessons, units of study, and learner outcomes.</p>	<p>Lessons are activity focused and are not meaningfully connected to the sequence of the unit or the front matter skills and attitudes</p>	<p>Lessons fulfill a specific step needed in the development of the unit. Lesson has been connected to front matter skills and attitudes.</p>	<p>Lessons are well situated within the context of the unit plan and classroom inspiration. The design leverages the learning that has occurred previously and provides essential scaffolding towards the big ideas. The front matter skills and attitudes are embodied in the student learning tasks.</p>
<p>Identify and apply connections between the programs of study,</p>	<p>Learning designs are focused on subject area content linked to disciplinary expertise. Lessons likely will not sustain student engagement.</p>	<p>Learning designs target skills important to disciplinary experts. Lessons connect to students' past experiences and interests.</p>	<p>Learning designs draw upon the front matter of the programs of study to engage students in doing work that requires them to mirror the work of the discipline. Lessons</p>

student's lives, and the living disciplines.			are explicitly designed to engage students in meaningful work.
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Learning Task 3: Living Discipline Photo Essay (Due Nov 26th)

You are asked to create a photo essay to illustrate a front matter of an Alberta program of study. The goal of the essay will be to tell a story of what the program of study from a subject area of your choosing points to as a vision for student learning (For example: What matters in Science Education?). Your photos and text should make visible the distinct ways of thinking about and acting in the world that the discipline embodies. You will connect this vision to the living discipline and open possibilities for student learning. This will mean situating your exploration of the discipline through a particular real-world topic, curriculum entry point and grade level for student exploration (For example: You might take up the question of What matters in Science Education through the phenomenon of space exploration situated in the grade six science curriculum unit - Sky Science). Your essay should feature a topic that points to real problems, issues, questions, or ideas that are of real concern and central to the discipline, connected to the curriculum outcomes, to the students, and to the broader community outside of school. The essay should include a pitch that launches the topic with a provocation and questions to spark student interest and inquiry. The essay will introduce ways of thinking, working, and experiences that will drive the inquiry. Your essay will feature photographs and text annotations. You may choose to take the photographs yourself or source them from the internet. Your essay should be between 10 and 20 slides.

LT3 Criteria

Criteria	Emerging (B- to B)	Progressing (B+)	Mastery (A- to A+)
Understand and apply the connection between individual lessons, units of study, and learner outcomes.	A real-world topic, curriculum entry point and/or grade level have not been addressed or connected.	A real-world topic, curriculum entry point and grade level have been selected and connected.	Situated within the context of a real-world topic, curriculum entry point and grade level for student exploration with meaningful and insightful connections.
Identify and apply connections between the programs of study, student's lives, and the living disciplines.	<p>Focused on subject area content linked to disciplinary expertise.</p> <p>Likely will not sustain student engagement.</p>	<p>Targets skills important to disciplinary experts.</p> <p>Connects to students' past experiences and interests.</p>	<p>Draws the front matter of the programs of study to engage students in doing work that requires them to mirror the work of the discipline.</p> <p>Explicitly designed to engage students in meaningful work.</p>

Participation and Attendance

Participation in and contribution to the scholarly community is essential to learning in this course. Our classroom will be designed as a knowledge building community and regular attendance is critical to your success in this course. Please notify the instructor if you need to miss a class. Assignment specific absence instructions have been provided along with the task descriptions above.

Group work

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively the instructor may re-assign members to different groups or assign individual work for completion.

Late submissions

Late submissions will not be accepted without consultation with the Instructor prior to the due date. If you are having trouble with completing an assignment, you must let the Instructor know in advance of the due date to negotiate an extension.

Assessment and Grading Summary

Outcomes-based assessment is when student learning is assessed and understood against an outcome. Pragmatically, it means that evidence of learning is collected and organized by outcomes rather than learning tasks. In this course the instructor will draw on a range of evidence for each outcome. The instructor will use professional judgement and consider both recent performance and the consistent demonstration of understanding to determine a final grade using the criteria provided in the rubrics.

Grade Summary

The available letters for course grades are as follows:

A+	Mastery +	96-100%	Outstanding- Expands the space of the possible for learning outcomes
A	Mastery	91-95%	Consistently demonstrates exemplary performance of all learning outcomes
A-	Mastery	87-90%	Exemplary performance of most learning outcomes and strong performance of all learning outcomes
B+	Progressing	78-86%	Strong performance of learning outcomes
B to B-	Emerging	70-77%	Basic performance of learning outcomes
C+ to C	Beginning	63-69%	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Below 50%-62%	Cannot demonstrate performance of learning outcomes

Assessment achievement criteria description:

A- to A+ requires thoughtful reflection on the overall significance of topics and their application.

A+ (Mastery +): The task has been taken up with complexity, drawing on research, experience, dialogue and conversations with peers and colleagues and demonstrates these various contributions from the past two years of course work. The content of the task demonstrates an insightful vision of self and culture. There are significant examples of opportunities and resources, with particular attention to the practices a teacher takes up to foster success in its various iterations. There is evidence of critical questioning of the practices, theories and student experiences in classrooms from multiple perspectives. Where applicable, creativity in thinking is evident, and where necessary attention to detail results in comprehensive plans/resources/communication. Exemplary work does require a significant investment from the student, which is evident in the presentation of the assignment, self-directed research to inform practice, and evidence of working beyond class material and conversations and a willing to ask transformational questions while exploring possible solutions.

A (Mastery): The task has been taken up in a thoughtful and engaging way that demonstrates a strong understanding of the research, one's own experience, dialogue with peers and colleagues, and demonstrates a layered synthesis of knowledge of course content. Examples are accurate and rooted in research and are clearly articulated. Where applicable, creativity and original ideas are included, and where necessary attention to detail and fulfilling requirements are complete. Theories, teacher practices, and beliefs are explored in a nuanced way that demonstrate a willingness to critically examine student experiences in one's classroom.

A- (Accomplished): Indicates that the student attends to the requirements of the assignment, includes research and experience to inform content, and shows evidence of drawing together multiple resources in the work. All outcomes have been met and most are completed very well. There is evidence of critical thinking and the exploration possible tensions between theory, practice, and personally held beliefs and their impact on all students.

B- to B+ indicates the task has been fulfilled with most requirements met to varying degrees of proficiency. The content may be limited to what was shared in class, may lack reflection on the impact of topics, or may be limited in its application or research.

B+ (Progressing): The task fulfills the requirements of the assignment. Content discussed in class is included, with adequate engagement with various perspectives or resources. The connections being made to learning reflect common inclusive practices but are limited to prior experiences and personally held beliefs with little engagement of theory, critical reflection and exploration of the impact on students. The assignments contain ideas that are reproductions of observations that with some critical thinking or creativity.

B to B- (Emerging): The task fulfills the requirements of the assignment but does so on a superficial level. Content discussed is included, but there is minimal engagement with various perspectives or resources. The connections being made to course content are superficial and lack meaning in inclusive practices. The assignments contain ideas that are reproductions of observations that lack critical thinking or creativity. Adequate evidence of outcomes indicates limited connections between the course content or to one's own experience.

C+ or lower indicates the student has not demonstrated the required outcomes of the task or has not submitted evidence of the outcomes. Because of the need to achieve a 2.7/B-, a student cannot pass the course with a task that has been assessed C or below and will be placed on a Notice of Concern.

Cs or lower (Beginning): the task has significant areas that are either incomplete, missing, or inaccurate. There is little to no reference to research, experience, or to course content. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires.

Additional Note:

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

Ambrose University Important Information:

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.

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 Academic Calendar. 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.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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. 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

Privacy

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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.