

Course ID:	Course Title:	Winter 2021
CDPD 600	Understanding and Application of Principles & Practices of Curriculum Design & Program Development	Prerequisite: CDPD 500
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	Instructor:	Christy Thomas, EdD, MEd, BEd,	First Day of Classes:	February 8
Days:	Room:	Email:	christy.thomas@ambrose.edu	Last Day of Classes:	April 9
Tuesday	8:00 – 11:00 RE132	Phone:	(403) 410-2000 ext. 6921	Last day to add/drop, or change to audit:	February 18
Wednesday	8:00 – 11:00 A2210	Office:	RE148	Last day to withdraw from course:	March 23
Thursday	12:30-3:30 Online	Office Hours:	By Appointment		
		Zoom Link:	https://ambrose.zoom.us/j/97194486048?pwd=VUNBZ3JUVHU0dFIJNkpydUtWN3Ywdz09 Password: 722826		

Course Description

Building on the general principles of CDPD 500, students will use backwards design to build units of study across the various disciplines in the Alberta Program of Studies. Students will identify "big ideas" and "essential questions" in curriculum. They will make understanding and skill development visible through formative and summative assessments, create rubrics, design performance assessments, and practice reporting.

Teacher Quality Standards Addressed

- Demonstrating a Professional Body of Knowledge
- Establishing Inclusive Learning Environments
- Engaging in Career-Long Learning
- Develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Program Requirements

- Numeracy (6 hours)
- Literacy (12 hours)
- Canadian Studies (6 hours)
- Science (12 hours)

Expected Learning Outcomes

1. Design learning over the course of a unit that explicitly considers student diversity and supports the learning of all students.
2. Design learning for the development of literacy and numeracy skills.
3. Think, work, and communicate as a professional.

Textbooks

None required.

Readings

Please see course schedule for the anticipated reading dates. All readings will be made available through links within the course online learning management system (Moodle).

ARPDC (2019). Creating projects with a First Nations, Metis or Inuit focus. http://empoweringthespirit.ca/wp-content/uploads/2019/04/FNMI-creatingProjects_Learning-guide-April-2019.pdf

Fountas, I. & Pinnell, G. (2012). Guided reading: The romance and the reality. *The Reading Teacher*, 66(4), 268-284.

Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Canadian Education Association. Retrieved from <https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/>

Hill, J. (2017). *Design thinking in education (video)*. Calgary, AB: EDUC 546. Retrieved from <https://vimeo.com/album/5336139/video/250988452>

Kimmerer, R. (2013). Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teaching of plants. (pp.39-47 and 156-166) Minneapolis, MN: Milkweed Editions

Koh, K. (2011). Task design and rubric development for authentic and formative assessments. In K. Koh (Ed), *Improving teachers' assessment literacy* (pp. 34–48). Singapore: Pearson

Louie, D., Poitras-Pratt, Y, Hanson, A, & Ottmann, J. (2017). Applying Indigenizing Principles of Decolonizing Methodologies in University Classrooms. *Canadian Journal of Higher Education*, 47(3), 16-33

- Moore, S. (2018). *The end of average!? Disrupting the green of education! (video)*. Vancouver, BC. Retrieved from <https://www.youtube.com/watch?v=Krec84KwbHE&list=PLObYjR-9Y4X2Mi0-QOkjyGjyF4zsTZYRJ&index=4>
- Moore, S. (2019) *Napoleon schmoleon: What is the goal! (video)*. Vancouver, BC. Retrieved from <https://www.youtube.com/watch?v=1tYsHoyZyOQ>
- Moore, S. (2020) *Bringing support to the students just let them eat cake! (video)*. Vancouver, BC. Retrieved from <https://www.youtube.com/watch?v=9WuygB4j55U>
- Ontario (2009) Critical literacy. *Capacity Building Series* (9). Retrieved from: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical_Literacy.pdf
- Ontario (2010) Primary assessment. *Capacity Building Series* (15). Retrieved from: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_primaryassessment.pdf
- Ontario (2011) Maximizing student mathematical learning in the early years. *Capacity Building Series* (22). Retrieved from: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Maximize_Math_Learning.pdf
- Ontario (2012). Pedagogical documentation. *Capacity Building Series* (30). Retrieved from: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Pedagogical.pdf
- Ontario (2013a) Student voice: Transforming relationships. *Capacity Building Series* (34). Retrieved from: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentVoice.pdf
- Ontario (2013b) Culturally responsive pedagogy. *Capacity Building Series* (35). Retrieved from: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentVoice.pdf
- Ontario (2015). Literacy for a connected world. *Capacity Building Series* (41). Retrieved from: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Pedagogical.pdf
- Paniagua, A. and D. Istance (2018), Teachers as designers of learning environments: The importance of innovative pedagogies, *Educational Research and Innovation*, OECD Publishing, Paris.
- Quinn, E., Bartlett, S., Alisat, L., McNeil, S., & Miner, K. (2018). Finding humanity in design. *The Journal for the Canadian Association for Curriculum Studies*, 16(1), 6-22. Retrieved from <https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40359>
- Scardamalia, M. & Bereiter, C. (2006). Knowledge building: Theory, pedagogy, and technology. In K. Sawyer (Ed.), *Cambridge Handbook of the Learning Sciences* (pp. 97-118).

Stiggins, R., & Chappuis, J. (2006). What a difference a word makes: Assessment FOR learning rather than assessment OF learning helps students succeed. *Journal of Staff Development*, 27(1), 10–15. Retrieved from <https://www.jaymctighe.com/wp-content/uploads/2011/04/Assessment-for-Learning.pdf>

Wiggins, G., & McTighe, J. (2011). The understanding by design guide to creating high-quality units. ProQuest Ebook Central <https://ebookcentral-proquest-com.ezproxy.acnuc.talonline.ca>

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/Readings	Reminder
Week One: Feb. 9 & 10	Teacher as designer Paniagua & Istance (2018) Hill (2017) Kimmerer (2013)	
Feb. 15-19 Reading week (no classes)		
Week Two: Feb. 11, 23, 24	Designing teaching and learning Wiggins, G., & McTighe, J. (2011). ARPDC (2019) Friesen (2009) Moore (2019) Koh (2011) Stiggins & Chappuis (2005) Ontario (2010) Ontario (2012)	
Week Three: Feb. 25, Mar. 2, Mar 3	Designing learning environments Scardamalia & Bereiter (2006) Louis et al. (2017) Moore (2018)	

	Ontario (2013a) Ontario (2013b)	
Week Four: Mar 4, 9, 10	Designing for literacy and numeracy Fountas & Pinnell, (2012) Ontario (2009) Ontario (2011) Ontario (2015)	Portfolio Midterm Submission Mar 10 Bulls-eye Midterm Submission Mar 10
Week Five: Mar. 11, 16, 17	Preparing for exhibition	Poster Submission March 19 th
Week Six: Mar. 18, 23, 24	Exhibition- Community of Critical friends	
Week Seven: Mar. 25, 30, 31	Co -Designing learning Quinn et al. (2018)	Portfolio Final Submission Mar 31 ARC March 31st
Week Eight: Apr.1, 6, 7 *Easter Monday		Bulls-eye target Submission April 7 Unit Plan Submission April 7

Assignments:

Learning Task	Assigned as	Outcomes	Due Date
Unit Design Portfolio	Individual	1, 2	Midterm Mar 10 Final Mar 31
Braiding Knowledges Unit Plan	Group	1, 2	Pitch Mar 22 Plan Apr 7
Teacher as Designer Poster	Individual	3	Mar 19
Bulls-eye Target	Individual	3	Midterm Mar 10 Final Apr 7

1) Unit Design Portfolio – Individual

You will develop unit design concepts throughout the term as outlined in the schedule. You will be provided with scaffolding, prompts, and class time. You will use a unit design ideation template that will be provided to you by the instructor. Each unit design concept will connect to Alberta Programs of Studies and include links to literacy and numeracy skills development. You will submit your portfolio at the midterm and receive an indication of your grade along with formative assessment from your instructor. You will submit your final portfolio along with a self assessment

2) Braiding Knowledges Unit Plan

Working in a group of 2 or 3 you will design a Science or Social Studies focused unit plan that braids Indigenous and western knowledges and pedagogies, scaffolds the development of literacy and numeracy skills, and engages students in worthwhile work. You will design formative and summative assessment and scaffolding to support all learners to thrive. You will be asked to present a 3-5 min oral pitch of the unit at our exhibition of learning. You will also submit a detailed unit plan using a template provided to you by the instructor. The planning template will include detailed unit scaffolding, a detailed formative and summative assessment plan including assessment instruments and detailed literacy and numeracy plans including the tasks and resources students will engage with.

3) Teacher as Designer Poster

You will create an academic poster that communicates your teaching and learning vision framed by the question: What does it mean to be a designer of learning? Your poster will draw on the themes and readings taken up throughout the class. Your poster will feature the following subsections: Why, role of teacher, role of student, learning environment, task design, assessment, inclusion, literacy, numeracy.

4) Bulls-eye Target

You will use a bulls-eye target template to track and reflect on how you are engaging as a professional. You will be prompted each week to document evidence and self-assess based on the following four elements of professionalism: preparedness; collaboration; mindset; and contribution. You will submit your target data along with an analysis of your performance at the midterm and at the end of term.

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. The instructor will work with you to determine how you can catch up on what you have missed.

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.

Scaffolding and Feedback

Scaffolding and feedback are an integral and core practice in supporting learners develop understanding and the ability to apply knowledge to teaching and learning contexts. You will be provided feedback in an ongoing basis through the course. This feedback will attend to how well you are demonstrating the outcomes, your organizational skills, as well as professional skills that are relevant to the teaching profession and the expectations of the Ambrose Bachelor of Education Program.

Scaffolding can occur in a variety of ways. For example, your instructor may model how to break down an assignment into personally manageable tasks that can be applied to future learning tasks, provide strategic questions to deepen thinking and make connections, and facilitate critical feedback from friends within your cohort.

When evaluating work that has been scaffolded or re-submitted for re-evaluation, assessment will be limited to/focused on a shift of ownership of thinking to the student. The purpose of feedback and scaffolding is to deepen thinking and not just improve a grade. Students must take feedback and indicate how they are applying it, reflecting on it, and understanding it differently in a resubmitted assignment. In essence, students must make it visible how they are rethinking the content. Content that is taken from the instructor without contextualizing the new idea in their own thinking will not be considered in a re-assessment.

Late submissions

In extenuating circumstances you need to reach out to your instructor to negotiate an extension. This must occur before the due date. If you do not negotiate an extension prior to the due date, or make agree to an extension and then neglect to meet the new deadline, late assignments will be deducted a half letter grade for every two days late.

Assessment, Grading Summary, and Rubrics

Outcomes-based assessment is when student learning is assessed and understood against an outcome. Pragmatically, it means that evidence of learning is collected, organized, and analyzed by outcomes rather than learning tasks. Each of the 3 learning outcomes in this course are weighted equally at 1/3 of the final grade. In order to receive a passing grade from the course you must attain a minimum of a B+ in each of the 3 course outcomes. The instructor will draw on a range of assessment evidence for each outcome. The instructor will use professional judgement in consideration of the body of evidence and rubrics provided and consider recent performance and the scope and scale of each piece of evidence. This means that tasks that are completed near the end of the course as well as tasks that feature a more substantial amount of work will hold greater weight in the determination of final grades. Final grades will be developed and communicated using the criteria provided in the rubrics below.

A+	Mastery +	Outstanding- Expands the space of the possible for learning outcomes.
A	Mastery	Consistently demonstrates exemplary performance of all learning outcomes.
A-	Progressing	Exemplary performance of some learning outcomes and strong performance of all learning outcomes.
B+	Progressing	Strong performance of learning outcomes.
B to B-	Emerging	Basic performance of learning outcomes
C+ to C	Beginning	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Cannot demonstrate performance of learning outcomes

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.

Outcomes Rubric

O.1 Design learning over the course of a unit.	Emerging	Progressing	Mastery
<p>I can design learning for students that is worthy of their time and attention, is personally relevant and is deeply connected to the world in which they live.</p>	<p>We have designed for competition to drive learning.</p> <p>We have designed primarily for large group instruction.</p> <p>We have designed a logical sequence of teaching.</p> <p>We have designed a test that prioritizes the recall of facts.</p> <p>We have predetermined how and what students will learn.</p> <p>We have designed for students to learn through worksheets, textbooks and lectures.</p> <p>We have designed learning without planning for student input.</p>	<p>We have designed for students to work collaboratively</p> <p>We have designed for the teacher to provide students with feedback.</p> <p>We have designed a logical sequence of teaching and learning.</p> <p>We have designed an opportunity for students to make things that represent their learning.</p> <p>We have designed for some student choice.</p> <p>We have designed for students to learn through labs, activities and a range of materials.</p> <p>We have designed for what students already know to be a starting point for learning</p>	<p>We have designed for idea diversity, improvable ideas and community knowledge.</p> <p>We have designed for students to receive feedback and coaching from peers, teacher and school and/or community experts.</p> <p>We have designed scaffolding that supports students to fail forward.</p> <p>We have designed an opportunity for students to make original representations of their learning that matter to themselves and the community.</p> <p>We have designed for student questions and curiosity to guide learning.</p> <p>We have designed time for students to explore and uncover curriculum through real world experiences and sources.</p> <p>We have designed to activate students' past experiences, current interests and unique ideas to enrich the study.</p>
<p>I can design learning that explicitly considers student diversity and supports the learning experiences of all students.</p>	<p>We have designed one way for all students to access and demonstrate their learning.</p>	<p>We have designed some choice for how students will show their learning and planned modifications for students with I.P.P.S</p>	<p>We have designed opportunities for students to access and demonstrate their learning through multiple means of expression and through hands on experiences and a variety of authentic tools</p>
<p>I can design learning draws upon the front matter of the programs of study to engage students in meaningful work.</p>	<p>We have designed for students to practice isolated knowledge and skills with no opportunity for application.</p>	<p>We have designed opportunities for students to apply their skills.</p>	<p>We have designed opportunities for students to learn big ideas that connect to the front matter and general learner outcomes in the POS.</p>

<p>I can design for the intentional development of literacy and numeracy skills integrated across subject areas.</p>	<p>We have planned for students to use commercially produced resources without considering how these materials connect to our learner’s specific needs.</p> <p>We have designed for students to receive literacy instruction in Language Arts and numeracy instruction in mathematics.</p>	<p>We have designed a sequence of teaching and learning with direct references to the learner needs.</p> <p>We have identified potential opportunities for students to use their literacy and/or numeracy skills in the context of other subject areas.</p>	<p>We have designed scaffolding towards key skills linked directly to assessment evidence that guides understanding of specific learner needs.</p> <p>We have designed opportunities for students to connect, apply and transfer literacy and/or numeracy skills in the context of other subject areas.</p>
<p>I can design balanced assessment that is clearly focused on improving student learning and guiding teaching decisions and actions.</p>	<p>We have designed for students to receive a summative assessment of learning after learning has occurred. We have designed for teachers to be responsible for assessment.</p>	<p>We have designed some formative assessment activities to provide students with feedback.</p> <p>We have designed for students to receive teacher feedback before summative assessment.</p> <p>We have designed for students to receive assessment criteria at the beginning of instruction featuring clear learning outcomes, objectives and exemplars.</p>	<p>We have designed formative assessment routines that will provide us with understanding of what students know and can do and considered how this information will guide our instructional decisions.</p> <p>We have designed opportunities for students to receive critique from peers and teacher in advance of summative assessments.</p> <p>We have designed opportunities for students to co-create criteria and self assess their learning prior to the summative assessment.</p> <p>We have designed opportunities for students to reflect on how their learning connects to their growth.</p> <p>We have created clear learning targets to guide formative and summative assessment.</p>
<p>I can design opportunities for students to learn from Indigenous ways of knowing and coming to know.</p>	<p>We have designed for students to learn primarily from a single cultural perspective.</p>	<p>We have designed for students to access resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit peoples.</p>	<p>We have considered how to support students to engage in work that involves collaborations with Indigenous communities and provides ethical opportunities to explore learning through Indigenous ways of knowing.</p>

O.2. Design for the development of literacy and numeracy skills.	Emerging	Progressing	Mastery
I can curate and meaningfully employ high quality literacy resources.	<p>We have planned for students to use commercially produced resources without considering how these materials connect to our learner’s specific needs.</p> <p>We have listed literacy resources but have not provided adequate evidence to demonstrate that we understand why or how to best use them.</p>	<p>We have designed a sequence of teaching and learning with direct references to the learner needs.</p> <p>We have demonstrated that we understand how to implement the literacy resources we have curated.</p>	<p>We have designed scaffolding drawing on high quality literacy resources towards key skills linked directly to assessment evidence that guides understanding of specific learner needs.</p> <p>We have demonstrated that we understand and apply the big ideas underpinning the resources we have curated.</p>
I can curate and meaningfully employ high quality numeracy resources.	<p>We have planned for students to use commercially produced resources without considering how these materials connect to our learner’s specific needs.</p> <p>We have listed numeracy resources but have not provided adequate evidence to demonstrate that we understand why or how to best use them.</p>	<p>We have designed a sequence of teaching and learning with direct references to the learner needs.</p> <p>We have demonstrated that we understand how to implement the numeracy resources we have curated.</p>	<p>We have designed scaffolding drawing on high quality numeracy resources towards key skills linked directly to assessment evidence that guides understanding of specific learner needs.</p> <p>We have demonstrated that we understand and apply the big ideas underpinning the resources we have curated.</p>
I can design literacy instruction driven by the ongoing assessment of student skills, interests, and emotions.	<p>We have designed assessment activities that are disconnected from day to day instruction.</p>	<p>We have designed some assessment activities that will inform learning.</p>	<p>We have designed assessment routines that will provide us with understanding of what students know and can do and have designed for how this understanding will inform teaching and learning on an ongoing basis.</p>
I can design numeracy instruction driven by the ongoing assessment of student skills, interests, and emotions.	<p>We have designed assessment activities that are disconnected from day to day instruction.</p>	<p>We have designed some assessment activities that will inform learning.</p>	<p>We have designed assessment routines that will provide us with understanding of what students know and can do and have designed for how this understanding will inform teaching and learning on an ongoing basis.</p>

O.3. Think, work, and communicate as a professional.	Emerging	Progressing	Mastery
I can co-design learning and collaborate in a professional learning community drawing on the mindsets of human centred design.	I have not recognized the impact I have had on others or been able to share examples of how I positively contributed to collaboration on my team.	I have shared examples of how I worked to improve collaboration in my team.	I have reflected on my creative process and provided examples of how I used this reflection to guide how I think, act and communicate with my group members. I have used empathy to consider the creative processes of others and provided examples of how I have attempted to respond to the strengths and needs of others. I have demonstrate optimism, creative confidence, and a willingness to evolve my thinking through a collaborative knowledge building process.
I can demonstrate a professional level of preparedness and make significant contributions to the learning community.	You rarely make productive contributions to discourse in small or large groupings or your contributions are not well received by your peers. You neglect to be prepared to discuss readings and/or you do not demonstrate open listening to ideas shared by others. You do not complete your group or coursework in a timely manner and do not adequately communicate with your group members and instructor regarding your needs.	You regularly contribute helpful ideas in small and large group settings regularly. You conduct all readings and share your insights to build knowledge. You complete all of the tasks expected of you by your group. You stay on top of the course schedule and if you need extra time on a scaffolding step or assignment you communicate in advance with your group members and instructor and establish and follow through on a plan to catch up.	You play an active role in putting forward different ideas to create a dynamic environment. You draw upon content from the readings by citing or quoting specific passages. You supplement these with additional information sources, as evidence for helping others build knowledge. Your regular and timely contributions to discourse serves to engage peers in scholarly discourse and advance collective understanding. You take a lead role in dividing group work and model a culture of accountability by exceeding all of your group work commitments. You complete all scaffolding steps as scheduled and submit all assignments on time in the format outlined by the instructor.
I can communicate learning design decisions to stakeholders.	I have described what teaching and learning will look like in my classroom.	I have explained the why and how of teaching and learning in my classroom.	I have created a compelling vision and mission for teaching and learning in my classroom.

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. 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.

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.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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