

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2020</b>
<b>CDPD 700</b>	<b>Synthesis of Principles and Practices in Curriculum Design and Program Development</b>	<b>Prerequisite: CDPD 600</b>
		<b>Credits: 6</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>		<b>Instructor:</b>	Sherry Martens, Ph.D	<b>First day of classes:</b>	Monday Feb. 24
<b>M, T, W Th</b>				FE600	Wed. Jan 8
<b>M-12:00-2:00</b>	Rm 132			SCMP600, CDPD600	Mon. Feb 10
<b>T-8:15-11:00</b>	Rm 110			LTA700, CDPD700, SCMP700	Mon. Feb 24
<b>W-8:15-11:00</b>	Rm 132			<b>Last Day of Classes (1<sup>st</sup> year)</b>	Mon. April 6
<b>Th-9:00-11:00</b>	Rm 132			<b>Last Day of classes (2<sup>nd</sup> year)</b>	Thurs. April 16
<b>Time:</b>	As above	<b>Email:</b>	Sherry.martens@ambrose.edu	<b>Last day to add/drop:</b>	
<b>Room:</b>	As above	<b>Phone:</b>	403-410-2000 Ext. 6919	FE600	Fri. Jan 17
		<b>Office:</b>	RE 134	CDPD 600, SCMP 600	Tues. Feb 18
		<b>Office Hours:</b>	As arranged	CDPD 700, LTA 700, SCMP 700	Mon. Mar 2
				<b>Last day to withdraw:</b>	
				FE600	Fri. Jan 31
				CDPD 600, SCMP 600	Mon. Mar 23
				CDPD 700, LTA 700, SCMP 700	Fri. Apr 3

### Course Description

How do teachers create and nurture collaborative and authentic partnerships both within and external to a school? Using this question as a frame, students will consolidate and integrate knowledge about curriculum design and program developments drawn from CDPD500 and 600 and apply learning theory from LTA600 to design and present a comprehensive framework for learning that encompasses school, home and community over a whole year.

This course provides students with an opportunity to inquire into and then consider how to integrate their understanding of curriculum and learning theory in application to rapidly changing family, school and neighbourhood communities and in rapidly changing cultural and socio-political contexts. Students will imagine their narrative of teaching including curriculum as planned and curriculum as lived over the course of a year considering whose voices are heard and whose voices are silenced.

**Teacher Quality Standards Addressed**

- Fostering Effective Relationships;
- Engaging in Career Long Learning;
- Demonstrating a Professional Body of Knowledge;
- Applying Foundational Knowledge about First Nations, Metis, and Inuit;
- Adhering to Legal Frameworks and Policies.

**Program Requirements**

Canadian Studies addressed as:

Gender Issues 3 hours

Literacy 6 hours

Diversity in Canadian classrooms 6 hours

**Expected Learning Outcomes**

- Synthesize the attributes of the culture of an ideal school, home and community partnerships;
- Imagine possibilities for schools as an integral component of a larger community (local and cross cultural);
- Understand ways that empathetic school, family, and community engagement can enhance the educational success of all students;
- Applied theories and models related to curriculum design and program development among schools, communities and families;

**Textbooks and Resources:**

All articles and readings are posted on Moodle by topic. Students are expected to access, read and come prepared to discuss and apply to assignments.

**Course Schedule**

**This is the plan but like all best-laid plans... There is opportunity and flexibility to address any additional areas that you feel you would like to spend time discussing. This may adjust as the course proceeds.**

Week	Date	Monday (12:00-2:00)	Tuesday (8:15-11:15)	Wednesday (8:15-11:15)	Thursday (9:00-11:00)	Notes
1	Feb. 24-Feb. 27	Course Outline Setting up the course context  What does it mean to be a reflective teacher?	What is cultural humility?  Is everyone really equal?	Whose voices are heard?  Whose voices are silenced?  How is this being enacted in Alberta?	First Impressions: Environment and Organization  How will you introduce your self to parents?	Access and read required readings from Moodle- these are the ones with an asterisk. The others may inform your thinking and

		<p>How do you envision your classroom over the course of a year based upon your personal teaching philosophy to optimize student learning?</p> <p>How will this be taken up over the course?</p>	<p>What are your beliefs about family engagement?</p> <p>How have your experiences influenced these beliefs?</p> <p>Who are our partners in collaboration?</p> <p>Why do we want to engage others in schools?</p>		<p>How will you set up the space for learning?</p> <p>What will the classroom communicate about your beliefs about teaching?</p> <p>What routines, procedures, etc. will be important to establish? What dates, events, celebrations will I need to be aware of?</p>	<p>support if you are interested.</p>
2	<p>March 2-5</p> <p>Communicating With Parents through Effective Relationships</p>	<p>How will you build relationships with parents?</p> <p>How will you communicate with them?</p> <p>What forms might this take?</p>	<p>What do we do when communication breaks down?</p> <p>How do we manage conflict?</p> <p>Learning conflict strategies- solutions-based and focused conversation</p>	<p>How do we manage conflict? Role-playing scenarios...</p>	<p>How do we define poverty in Canada? Why does it matter to us as teachers? Guest Speaker: Derek Cook, Director of the Canadian Poverty Institute</p> <p>How do we engage all families?</p> <p>What might we need to consider?</p>	<p><b>Commonplace Book Due March 5</b></p> <p><b>Environment Plan and Communication plan- done</b></p> <p>Readings from Moodle</p>
3	<p>March 9-12</p> <p>Social Justice and Curriculum</p>	<p>Craig: What is social justice? What is</p>	<p>Craig: How are social justice and</p>	<p>How do I understand the program of</p>	<p>How will I consider Language Arts</p>	

	as Lived/Planned	going on in society that creates an imperative for social justice education?	citizenship education related?	studies? How will I envision a program of studies through my teaching philosophy?	over the course of a year? Incorporating assessment and reporting?	
4	March 16-19 Youth at Risk: Hearing the Invisible Voices Assessment and Reporting	Stressors and Complications: Who are the vulnerable learners in our classroom? How do we engage their families? What are the implications if we don't?  Guest Speaker: Yang Yang Fang, PhD Candidate, U of C, "Raising Children with Disabilities: A Critical Understanding of the Lived Experience of Chinese Parents in Canada"	Supporting every student...  What are the supports for issues of bullying? Relational aggression? Promoting healthy body image? Student identity?	What should students and parents understand about assessment? What should parents know? How do we communicate that information? How do we plan for assessment?	Formative? Summative?  What are the opportunities to connect with parents?  What is the purpose of report cards?	<b>Commonplace Book #2- Due March 19</b>  <b>Year Overview: Calendar should now be done</b>  Access readings from Moodle
5	March 23-26 Connecting Learners, Curriculum and Assessment	Kara-Lee Gonty, Educator and Guests from, Calgary Child Advocacy Center	What will day-day learning look like?  How will I design learning tasks?  What technology will complement my approach? What programs?	Please attend ARC- The Ambrose Research Conference- Main Academic Centre Check your student portal for the Conference link for presentations	How will I incorporate assessment into my planning?  Assessing and understanding what does grade level work mean? Look like?	<b>Commonplace Entry # 3 Due March 26</b>  Readings from Moodle

					Looking at writing...	
6	March 30-April 2	How will you incorporate Indigenous ways of knowing and pedagogy in your curriculum planning in meaningful ways?	What resources will support you in your planning?	What community partnerships will assist in your work?	What else is missing?	Year Overview: Outside Agencies, Supports for students- done  Readings from Moodle
7	April 6-9 Revisiting your Year Overview Plan	Go back and consider each section-does it still make sense in light of all discussion, speakers, events?	Student pre-presentation conversations	Completing final sections of Year Overview	Tattered Teddies Workshop (No formal LTA or CDPD class today) Suicide Prevention Training	<b>Commonplace #4- Synthesis due April 9</b>  <b>Year Overview Due April 13</b>
8	April 13-16	Easter Monday- no classes	Finalizing, executing and practicing for presentations	Finalizing....	Living Exhibition Portfolio Presentations 9:00-1:00	Get ready for convocation!!!

#### Professional Expectations:

- Take ownership of your learning and professional journey.
- Treat your peers as professional colleagues.
- Submit assignments on time.
- Address issues, conflicts, and differences of opinion promptly and professionally.
- Attend all required classes and contribute to discussions, activities, and collaborations.
- Conduct personal business (texting, Facebook/Instagram, phone calls, online shopping, hobbies ...etc) outside of the classroom.
- Challenge your own assumptions, identify biases, consider other perspectives, and think creatively.
- Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, personal ideas journal, library..etc.)
- Find ways to add value to your cohort and your program.

## Assessment:

**Commonplace Book – 40%** Commonplace books will be submitted **BY** the following days: March 5, March 19, March 26, Final and Synthesis April 9.

Students will utilize feedback from the rubric and the final assessment will be based on the evidence of growth throughout the submissions.

## Teaching Quality Standard:

- *Fostering Effective Relationships; Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Adhering to Legal Frameworks and Policies.*

## Rationale:

Demonstrate the essential dispositions that characterize a **professional educator** from the Ambrose University Bachelor of Education program. Attend class and be on time. Inform me if you know you will be away. Submit assignments on or before the due date. Complete the readings. Engage in class discussions and activities. Act in the same manner that would be expected of you in the profession of teaching. You will be asked to take up our time together and the readings through a commonplace book. Your physical presence is required- yes, attendance is mandatory...

An explicit aspect of CPDP 700 is to unsettle your understanding of curriculum, teaching and learning. CPDP will intentionally disturb the conceptions of schooling that have been developed over the previous three practica and provoke you to thinking deeper. The goal is **Phronesis**, which leads to richer, more complex thinking and creating enabling you to make good judgements about what is the right thing to do in a situation. This class seeks to have you reflect on your philosophy and reject the existence of one single correct answer.

The **weekly** reflective activity will be a way to summarize your readings, classroom experiences and applications, allowing new questions and ways of thinking to surface. Schon (1983, 1990) suggests that initially, two types of reflection exist: *reflection-on-action* and *reflection-in-action*. Both are reactive. A third type of reflection, ***reflection-for-action***, is the desired outcome of both previous types of reflection.

***The Philosophical Mind.*** The philosophical perspective of reflective thinking recalls Dewey's description: "Reflective thinking requires the *continual evaluation* of beliefs, assumptions, and hypotheses against existing data and against other plausible interpretations of the data" (King and Kitchener, 1994, p.7). An individual engages in reflective thinking to "perceive the state of her own mind." Richard Paul notes that as opposed to reflective thinking the philosophical mind:

- routinely **probes the foundations of its own thought**, realizes that its thinking is defined by basic concepts, aims, assumptions, and values.
- gives **serious consideration to alternative and competing concepts**, aims, assumptions, and values, enters empathetically into thinking fundamentally different from its own, and does not confuse its thinking with reality.
- gains foundational self-command, and is **comfortable when problems cross disciplines**, domains, and frameworks.

- habitually **probes the basic principles and concepts** that lie behind standard methods, rules, and procedures.
- **recognizes the need to refine and improve** the systems, concepts, and methods it uses and does not simply conform to them.
- values **gaining command over its own fundamental modes of thinking**.

(Paul, 1990, p. 448)

Writing as a way to process the notions of reflectivity is an essential activity for reflective students. The commonplace book allows for a place to record our own thoughts as we interact with the texts and each other. The purpose of the commonplace book is to better understand ourselves and our questions about the art and science of teaching and leading this work in a school.

**The Commonplace Book:** The idea of a commonplace book according to Dr. Hans Smits, (University of Calgary), is an ancient one. Derived originally from the Latin, *locus communis*—literally what is common in our lived spaces—and from the Greek, *koinos topos*—“general theme,” a commonplace book allows us to record our questions, comments, connections, problems and ideas about what we are reading about and discussing with one another in class. It is a provocative place that opens up possibilities of seeing ourselves and our classrooms, differently.

The expectations for the commonplace book are simple: **to write in response to the texts and readings that are assigned each week**. In responding to the text, do not summarize the key ideas but rather write about how you are connecting the ideas in the text to your work, experience, other reading/discussion that is happening in this or alternate course, school-life, etc.

Some sample questions that you might consider:

- What does the reading evoke for you? How is connecting to discussions or experiences at your schools?
- What are the questions that arise as a result of the reading?
- How do you relate to the readings as a result of your own experiences and understandings?
- What interests you? Challenges your thinking?
- How would you consider utilizing the ideas presented in the text in your classroom? In your school? Do you see evidence of the key principles in your classroom or other classrooms?
- How are you taking up the text as an almost teacher?
- How have class discussions pushed your thinking? How might you have shifted your perspectives? How have others shifted your perspectives?

This is not an exhaustive list and these are only guidelines. Reflect on your entries and look for connections with what is happening in your school, in the news, in discussions with colleagues and classmates. You will be using what you are writing about in our class discussions.

In addition to completing an entry per week, there will be a final synthesis of learning (Two-Three pages) where you will look back on what you have been writing about and look for key ideas, resurfacing notions, etc. This will be handed in as a part of your final entry.

## Commonplace Book

Criteria	Needs Improvement (consult with instructor and develop a plan for improvement)	Acceptable	Exemplary
Competence and Commitment	Entries are not done or partially prepared; <b>few connections</b> to personal or work related examples. Writes only about what is discussed in class with <b>no extensions</b> .	Entries are done but are <b>summaries</b> of articles, discussions <b>rather than new insights</b> . No citations of materials discussed. <b>Some questions asked</b> but not explored.	Consistently prepared entries with appropriate citations of articles, etc. <b>Provides knowledge and insights from group discussions and other experiences</b> . Asks and explores questions beyond classroom discussion. The self-reflection was <b>thoughtful and showed insight and future implementations</b> .
Care	Contributes <b>no insight</b> from reflection on personal experience related to content of assignment.	Contributes <b>some insight</b> from reflection on personal experience related to content of assignment.	<b>Consistently contributes insightful examples</b> of personal experiences of the relationship of theory to practice. Final synthesis shows evidence of acting on feedback.

### Year Overview Plan- 40% due April 13

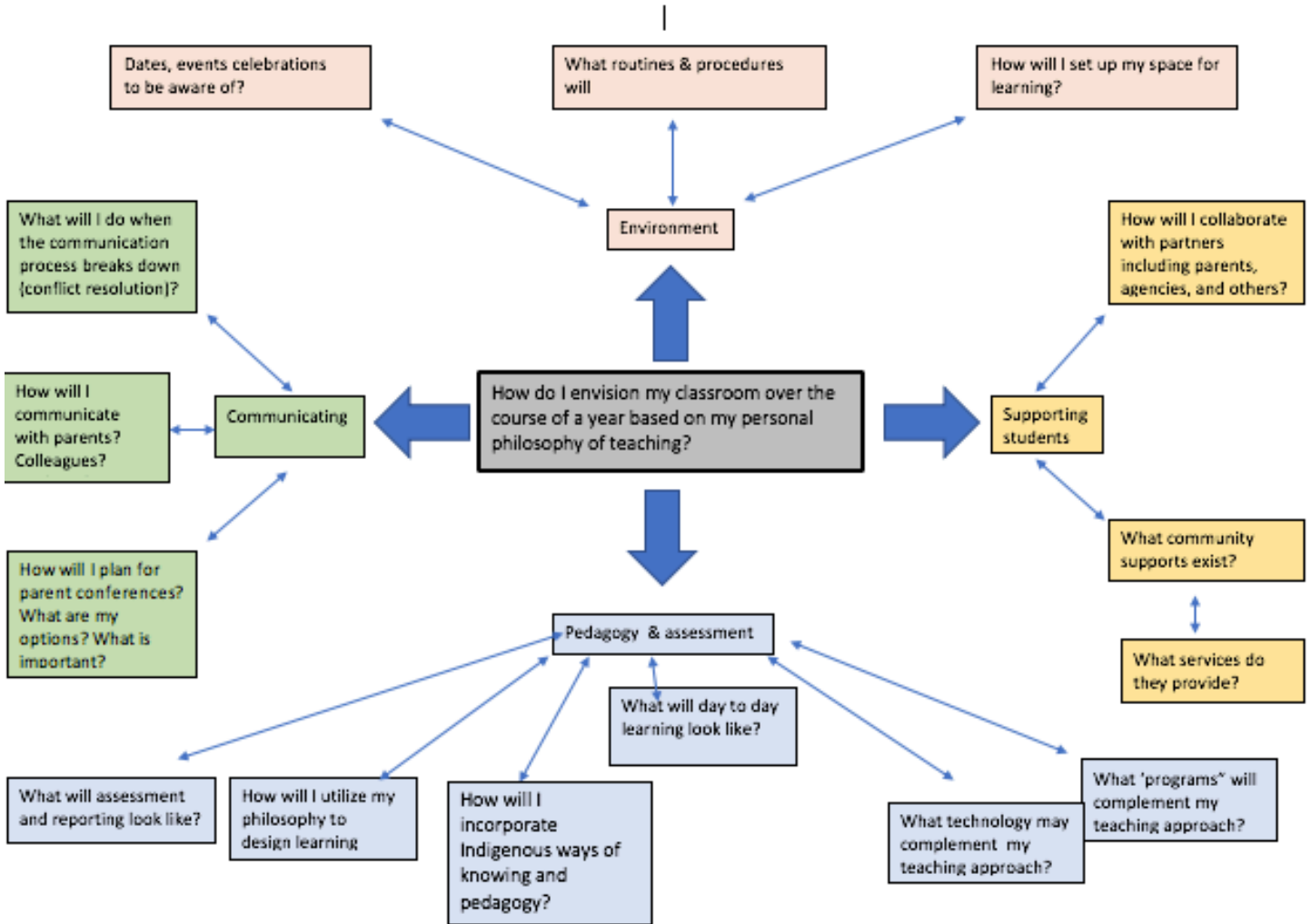
Connections to Teacher Quality Standard:

- Demonstrating a Professional Body of Knowledge;
- Applying Foundational Knowledge about First Nations, Metis, and Inuit;

You will be creating a resource made up of several parts that will address the following components. This will be an important artifact to include in your living exhibition portfolio. The format is up to you- it can be a webpage like [www.weebly.com](http://www.weebly.com), [www.wixsite.com](http://www.wixsite.com) or a collection of hard-copy documents or combination thereof.



## Four Strands of CDPD 700



### Components of the Year Overview:

In order to complete the plan in a reasonable, timely fashion, you cannot leave all components to the end. A timeline is provided in Moodle. You should get feedback from me on each section as it is completed (Again- see timeline) so that any issues can be addressed immediately. Students who choose not to do so will not be given opportunities for revision if everything is handed in at the end.

### Communication Plan:

One of the tasks that a teacher needs to consider prior to students and families arriving in September is deciding how they will purposefully develop relationships and communicate with them. You will develop your own plan using the five strategies outlined from the variety of readings in Moodle. What are your communication tools? When and how will you utilize these tools? What do you think parents need to know? How will you know you are successful?

**Environment Footprint:**

Consider the physical layout of your classroom. How will you envision seating? Organization? Displays? Etc. as you take into account the student interests, needs and abilities in conjunction with your educational philosophy. Include an image, drawing, etc. of your plan with a brief description that defends your choices.

**Calendar:**

Create a calendar document, webpage, etc. that will have all important dates of events, activities, reporting, etc. that can occur across a year. You will be utilizing this document as you consider setting up curriculum and program choices as they relate to communicating learning with parents, ie: conferences, report cards, celebrations of learning, etc.

**Curriculum Overview:**

You are required to design a plan that **guides your instructional decisions based on reporting** of Language Arts taught over the entire year. You may select the grade level and district report card that you would be using. You will also plan a parent event that coincides with the report card. It may be a student-led conference, parent-teacher conference, etc. You will need to consider the context of your school as you plan.

The format and layout of the plan is self-determined but you are encouraged to seek assistance and ideas from your mentor teacher, and/or partner teachers you have worked with during your Field Experience. Remember, you are using it as a vehicle to demonstrate your synthesis of curriculum and assessment over the past two years.

Your plan must include **evidence** that you can:

- Interpret the outcomes from the Program of Studies.
- Choose appropriate instructional approaches and models for the context, developmental stage and needs of students.
- Utilize technology to enhance learning and integrate 21C competencies.
- Incorporate indigenous ways of knowing that is grade-appropriate and meaningful.
- Include programs that will support and enhance instruction such as Minds-Up, Daily 5, Six Write Traits, Gear, etc. with a rationale that aligns to your teaching philosophy.
- Embed formative and summative assessments that is appropriate to the grade you are teaching. Include the forms of documentation that you see yourself gathering and maintaining with connections to formal and informal reporting.
- Include parents and community partners.

The Year in Review provides evidence that you are able to...	Below 50%	At (60-70%)	Exceeds (80-100%)
<b>Create</b> a comprehensive communication plan.	Incomplete or missing components	Some information is provided but lacks detail	Parents have a clear understanding or your expectations
<b>Create</b> an environmental footprint of your classroom	Incomplete or missing components	Classroom is minimally described	Picture perfect! Rich, thorough

			description- we are there!
<b>Interpret the Outcomes (GO's and SLO's)</b> from the Program of Studies into concrete outcomes and goals, essential questions, big ideas, and foundational skills (not just topics) connected to reporting.	Incomplete or missing components	Outcomes are present but without detail; minimal	Outcomes are presented with detail
<b>Describe</b> approaches and tasks that you envision your students doing? Choose appropriate instructional approaches and models for the context, developmental stage and needs of students.	Incomplete or missing components	Description is present without depth or detail; minimal	Description is present and connected to instructional choices in depth and detail
<b>Meaningfully leverage technology</b> effectively and integrate 21C competencies to support and enhance instruction and learning.	No technology is used	Technology is minimally addressed	Technology is present and connected to the learning
<b>Incorporate indigenous ways of knowing and pedagogy</b>	Incomplete or missing components	Indigenous content is present but is a superficial	Indigenous content is rich and meaningful
<b>Describe formative and summative assessment</b> and how it will be documented.	Incomplete or missing components	Assessments are weakly connected to reporting and do not provide insights into student growth or inform the instructional cycle	Formative and Summative assessments are present and connected to reporting
<b>Show how you will engage parents</b> in the learning conversation, providing context for both a parent evening.	No engagement is evident	Some parental engagement is evident but is minimal	Parental engagement is evident and meaningful
<b>Detail the community partnerships, resources or organizations that you will utilize.</b>	Incomplete or missing	Some are indicated	Partners are identified and connected
<b>Present in a Timeline/Calendar</b> noting other important events that impact curriculum.	No timeline	Timeline evident but missing events	Timeline is well-thought out and detailed

## Living Exhibition Portfolio Project

### Rationale

You have almost completed your 2-year education degree here at Ambrose University. This project gives you a chance to synthesize what you have learned during your time with us in connection to the competencies of the Teaching Quality Standard and our mission/vision statement. Our hope is that you have become a reflective, innovative, and engaging educator who will go out to serve children, their families, communities and society as a whole.

As you consider your beliefs about teaching as you entered the program, in what ways has your thinking changed? What do you want for your students? What beliefs and practices will you continue to explore? What meaningful connections do you see at the intersections of this program (CDPD, SCMP, LTA & FE)? What was a significant experience in the program that continues to resonate with you? How have you navigated relationships within schools?

These are the kinds of questions that your living portfolio will answer. We want to see YOU in your showcase. You will also be challenged to articulate your teaching identity and practice to your peers, instructors, university consultants, and visiting guests.

### Elements of Project

You will showcase a static presentation of a variety of elements that you have **curated that demonstrate your competencies in the Teacher Quality Standard**. These might include...

- Assignments from coursework
- An artefact or metaphor that represents you and/or your preferred pedagogical approach
- A sample year plan
- Samples of work you had students create on your practicum
- Excerpts from your evaluations
- The story or map of your journey to teaching
- Some examples of how you will create conditions for student success in the classroom
- A representation of how your design for learning meets diverse student needs
- Your communication and community engagement plan
- Resources and community supports you might use
- A picture or diagram of your ideal classroom set up
- Your TPGP

## Criteria

Your grade will be determined by Kathy Crawford, Crystal Pelletier, Craig Harding and Sherry Martens, with consideration given to input from university consultants and other instructors who saw your presentation.

Your final grade for this project will count for 20% in each of CDPD 700 and LTA700.

The criteria used to evaluate your project are:

A+	A	A-	B+/B
20	18.5-19.5	17-18	< 17
	<ul style="list-style-type: none"><li>• Personal, and reflective of you.</li><li>• Artifacts directly connect to each of the Six Competencies of the TQS</li><li>• Your living portfolio needs to communicate who you are. Therefore, the visual philosophy/manifesto that you complete for SCMP 700 must be showcased in your presentation and you should be prepared to speak to the research, policies, and personal experience that support your beliefs.</li><li>• Evidence of a focus on student learning and thinking.</li><li>• Ability to verbally articulate your philosophy, identity and intended practice.</li></ul>		

## Details

The showcase will take place on Thursday April 16<sup>th</sup> in the Education building. You will be given one table with which to present. The group will be divided into two halves and assigned a block of time, during which you will need to stand with your project and be prepared to share and answer questions.

9.00 am – 9.10 am – Group A set up

9.10 am – 10.30 am – Group A showcase

10.30 am – 10.40 am – Group B set-up

10.40 am – noon – Group B showcase

Noon – 1.00 pm – Debrief and celebrate

## Grade Summary:

The available letters for course grades are as follows:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	Exceptional
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

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 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

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

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](mailto: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.





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### 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](mailto: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.

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