

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2019</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>	M, T, W, F	<b>Instructor:</b>	Sherry Martens, PhD	<b>First day of classes:</b>	Mon. Feb. 25, 2019
<b>Time:</b>	M: 12:00-2:00 T: 8:15-11:00 W: 8:15-11:00 F: 12:00-2:00	<b>Email:</b>	Sherry.martens@ambrose.edu	<b>Last day to add/drop, or change to audit with tuition refund</b>	Mon. March 5, 2019
<b>Room:</b>	M: RE 112 T: RE 132 W: RE 110 F: RE 112	<b>Phone:</b>	403-410-2000 ext. 6919	<b>Last day to request revised exam:</b>	N/A
<b>Lab/Tutorial:</b>	N/A	<b>Office:</b>	RE 134	<b>Last day to withdraw from course:</b>	Fri. April 5, 2019
		<b>Office Hours:</b>	Friday 10:00-11:30 and by appointment	<b>Last day to apply for coursework extension:</b>	Mon. March 25, 2018
<b>Final Exam:</b>	N/A			<b>Last day of classes:</b>	Thurs. April 18, 2019

### 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 partnerships 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, in rapidly changing cultural and socio-political contexts.

### Expected Learning Outcomes

At the end of this course, students will be able to:

- 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 positive school, family, and community engagement can enhance the educational success of all

students;

- Develop theories and models related to curriculum design and program development among schools, communities and families, including one that includes knowledge about obstacles and supports to partnerships;
- Describe the competencies required of educators to strengthen relationships with external and internal communities associated with schools;
- Develop a personal and professional theory regarding school-community relations

**TQS Competencies Adressed:**

- 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.

**Attendance:**

- Attendance is required at each class. Students are expected to come to class prepared to discuss the topics and questions listed in the course syllabus.

**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**

Week	Date	Monday (12:00-2:00)	Tuesday (8:15-11:15)	Wednesday (8:15-11:15)	Friday (12:00-2:00)	Notes
1	Feb. 25-March 1	<p>Course Outline</p> <p>Setting up the course context</p> <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>First Impressions:</p> <p>Environment and Organization</p> <p>How will you introduce yourself to parents?</p> <p>How will you set up the space for learning?</p> <p>What routines, procedures, etc. will be</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>AB Education-Teacher Excellence (Registrar) Presentation in RE 132</p> <p>Whose voices are heard?</p> <p>Whose voices are silenced?</p> <p>How do we partner with confusion and uncertainty?</p>	<p>Access and read required readings from Moodle- these are the ones with an asterisk. The others may inform your thinking and support if you are interested.</p>

			important to establish? What dates, events, celebrations will I need to be aware of?	What is cultural humility?  Is everyone really equal?		
2	March 4  Introduction: Communicating With Parents through Effective Relationships  March 6-15: Culture in Conflict	Communicating with Parents: Setting up for Success  How will you build relationships with parents?  How will you communicate with parents?  What forms might this take? Why these? Who is included? Excluded?	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  How do we engage all families?  What might we need to consider?	(Sherry's cohort to Craig, Craig's cohort to Sherry- same rooms as usual) Sherry : What do we do when communication breaks down?  How do we manage conflict?  Learning conflict strategies- solutions-based and focused conversation	Role-playing scenarios  Craig: What is social justice? What is going on in society that creates an imperative for social justice education? What does social justice education look like in the classroom?	<b>Commonplace Book Due March 8</b> <b>Environment Plan and Communication plan- done</b>  Readings from Moodle
3	March 11-15	Sherry: Conflict presentations  Craig: How are social justice and citizenship education related?	What do we do when communication breaks down? How do we manage conflict? Learning conflict strategies- solutions-based and focused conversation	How do we manage conflict? Role-playing conflict scenarios	Conflict presentations	

4	<p>March 18-19</p> <p>Youth at Risk: Hearing the Invisible Voices</p> <p>March 20-22: Assessment and Reporting</p>	<p>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? How do we support at-risk students?</p>	<p>Both cohorts- in RE 132</p> <p>Guest Speakers: Kim Campbell, Education Coordinator Detective, CPS, The Sheldon Kennedy Centre</p>	<p>What should students and parents understand about assessment? What should parents know? How do we communicate that information? How do we plan for assessment?</p>	<p>Formative? Summative?</p> <p>What are the opportunities to connect with parents?</p> <p>What is the purpose of report cards?</p>	<p><b>Commonplace Book #2- Due</b></p> <p><b>Year Overview: Calendar should now be done</b></p> <p>Access readings from Moodle</p>
5	<p>March 25-29</p> <p>Connecting Curriculum and Planning</p>	<p>How do I understand the program of studies? What about the upcoming K-4 program? How will I envision a program of studies through my teaching philosophy?</p>	<p>What will day-day learning look like? How will I design learning tasks? What technology will complement my approach? What programs?</p>	<p>Please attend ARC- The Ambrose Research Conference- Main Academic Centre</p> <p>Check your student portal for the Conference link for presentations</p>	<p>How will I consider a program of studies over the course of a year incorporating assessment times such as parent conferences and report cards?</p>	<p>Readings from Moodle</p>
6	<p>April 1-5</p>	<p>How will you incorporate Indigenous ways of knowing and pedagogy in your curriculum planning in meaningful ways?</p>	<p>What resources will support you in your planning?</p>	<p>What community partnerships will assist in your work?</p>	<p><b>Field Trip! Friday April 5- Blackfoot Crossing</b></p> <p><b>We will be boarding a bus and traveling out to Blackfoot Crossing- spending the day in the archives,</b></p>	<p>Commonplace #3- Due</p> <p>Year Overview: Outside Agencies, Supports for students- done</p> <p>Readings from Moodle</p>

					<p><b>museum and on the land with Elders. Please bring lunch and appropriate comfortable clothing and shoes, for the weather. Departing from the Academic Centre at 8:30 and returning by 4:00. This is not an optional class...</b></p>	
7	April 8-12 Revisiting your Year Overview Plan	Go back and consider each section-does it still make sense in light of all discussion, speakers, events?	Consider the curriculum...	Completing final sections of Year Overview	Portfolio presentation-student	<b>Commonplace #4- Synthesis due April 12 Year Overview Due April 12</b>
8	April 15-17	Finalizing, executing and practicing for presentations	Finalizing, executing and practicing for presentations	Portfolio Presentations 9:00-1:00- Final Class	Get ready for Convocation!!!	Good Friday- No classes

**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 8, March 22, April 8, Synthesis April 12.

#### 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 **bi-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 school?
- 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 a teacher? As a school-based leader? Are these frames the same or different?

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 two entries per two weeks, 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- 40% (10% for each time handed in)

Criteria	Needs Improvement <6.5 (consult with instructor and develop a plan for improvement)	Acceptable 7 – 8.5	Exemplary 9 - 10
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.

### Year Overview Plan- 40% due April 12

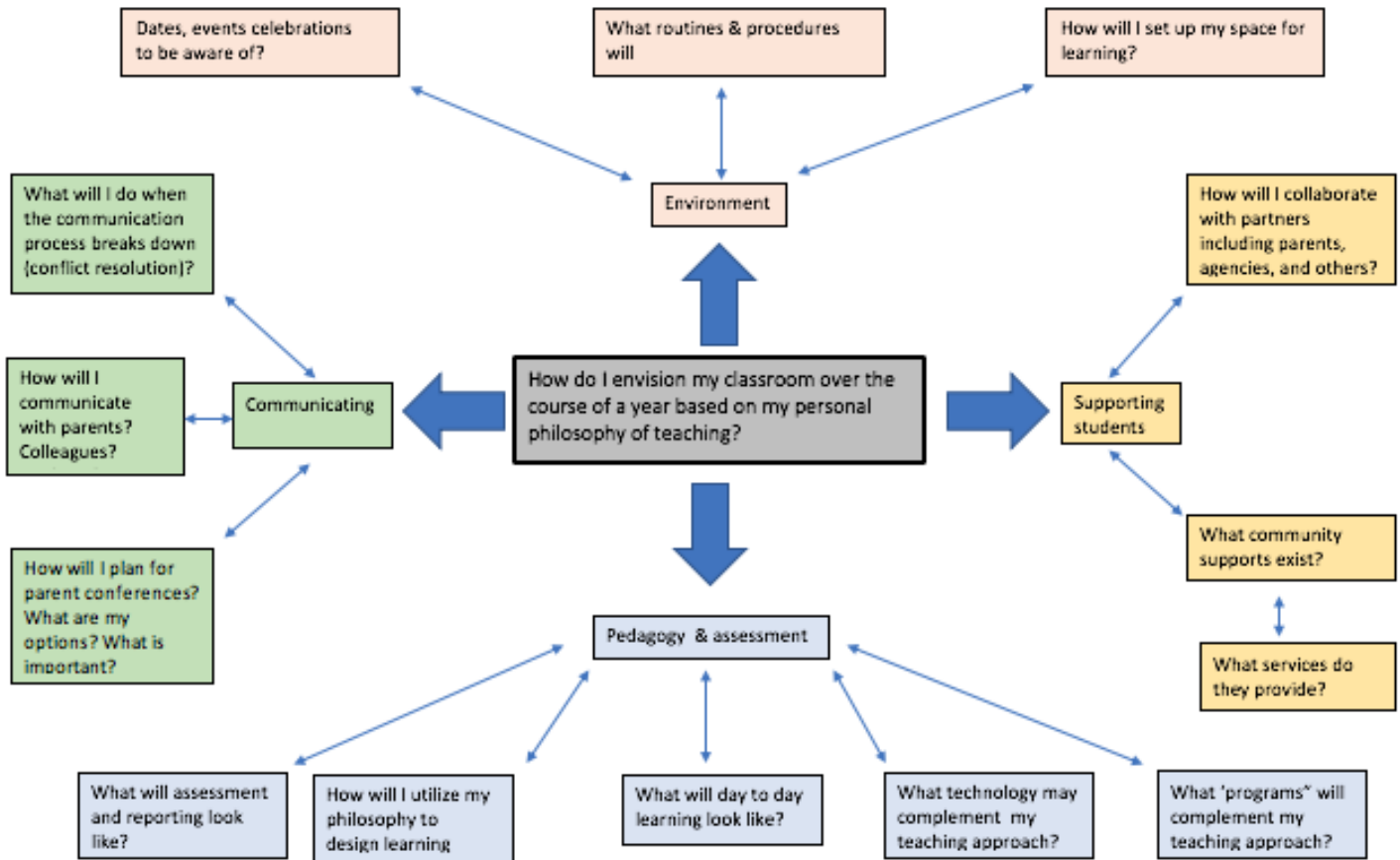
Connections to Teacher Quality Standard:

- 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), 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 one subject taught over the entire year. You may select the grade level, subject and district report card that you are utilizing. It is recommended that you choose Math or Language Arts as these will be the labor-intensive planning for you in your first year however what you choose is up to you. 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 KSAs from the Program of Studies into concrete reporting stems from the district of your choice.
- What kinds of approaches and tasks do you envision your students doing? Choose appropriate instructional approaches and models for the context, developmental stage and needs of students.
- How will technology be used to enhance learning and integrate 21C competencies?
- How will you meaningfully incorporate indigenous ways of knowing that is grade-appropriate?
- What other programs will you want to include such as Minds-Up, Daily 5, etc. Why these programs?
- What formative and summative assessments will you include your practice? What documentation will you purposefully gather, maintain? How will it inform reporting?
- How will you include parents? Community partners?

The Year in Review provides evidence that you are able to...	Below (under 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 KSAs</b> from the Program of Studies into concrete outcomes and goals, essential questions, big ideas, and foundational skills (not	Incomplete or missing components	KSA's are present but	KSA's are presented with detail

just topics) connected to reporting.		without detail;minimal	
<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>Leverage technology</b> effectively and integrate 21C competencies.	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 as well as links to resources.	No engagement is evident	Some parental engagement is evident but is minimal	Parental engagement is evident and meaningful
<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 (20%)

Students will be asked to provide evidence of how they have taken up the essential question as a part of their living exhibition portfolio, representing 20% of the final grade in each of CDPD 700 and LTA 700.

### 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. 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.

What kind of teacher will you be? How did you get here? What do you see at the intersection of the four streams of this program (CDPD, SCMP, LTA & FE)? What do you hope for your future students? How will you “be” in a school community? What do you bring to this profession? What is your preferred pedagogical approach? What is your vision of best practice? How will you set up your ideal classroom? What are the “hills you’ll die on” when it comes to teaching? What can a principal count on if they hire you?

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**. These might include...

- An artefact 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.
- A visual representation of the 4-5 hills you will die on and the research to support them.
- The story or map of your journey to teaching.
- Some examples of how you will manage your classroom and student behaviour.
- 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.
- The best things you learned in that last two years.
- Your manifesto
- Your TPGP

### Criteria

Your grade will be determined by Kathy Crawford, 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 LTA 700.**

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>• Visible alignment of philosophy, context, and methodology (i.e. teaching philosophy is visible in at least one learning example).</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 Wednesday April 17, 2019 in the education building. You will be given one table with which to present. The class 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**

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.