

Course ID:	Course Title:	Winter 2022
LTA 700	Synthesis of Learning Theory and Application	Prerequisite: LTA 600
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	Instructor:	Mary-Lynn Wardle, BA, BEd, MA	Classes Begin:	February 28, 2022
Days:	M 8:30-11:00 a.m. T 12:30 – 3:00 p.m. W 1:30 – 4:00 p.m. Th online 1:00 – 3:30 p.m.	Email:	mary-lynn.wardle@ambrose.edu	Last Day of Classes:	April 14, 2022
Room:	M A1085-1 T A1085-1 W A2131 TH online	Phone:	NA	Last Day to Add/Drop:	N/A*
		Office:	Sessional Ed office in RE	Last Day to Withdraw:	N/A*
		Office Hours:	As arranged	*All withdrawal requests to be submitted to the Associate Dean, School of Education and the Office of the Registrar in writing.	

Important Dates and Information

March 30th – Ambrose Research Conference, No Class

Course Description

An examination, in particular and in greater detail, of the variety of learning requirements of children and youth with diverse needs and from diverse cultural backgrounds, including First Nations learners. Students will consider the literature and practices of educators working in inclusive, multi-cultural, and cross-cultural classrooms. High-stakes, norm-based assessment is addressed. Preservice teachers will practice communicating their understanding of the complexities of students and learning environments, including how they will apply their understanding to design of learning experiences that foster student success. Prerequisite: LTA 600.

To facilitate synthesis of learning of learning theories and application, you will be asked to consolidate your field experiences, course content and independently accessed readings. This course is a synthesis of the conversations that have occurred through your coursework, reflections, and assignments over the course of LTA 500, 600, and 700.

Drawing on your experiences in schools (FE), as well as your exploration of curriculum (CDPD) and education as an evolving conception in society (SCMP), you are asked to situate yourself as a teacher in inclusive teaching contexts (LTA). To do this well, you have been asked to question, explore, and articulate who you see yourself to be, identify your gifts, and identify how you might help students do the same in your classrooms and school community. LTA 700 requires you to continue to your critical engagement with notions of learner variability, curriculum, assessment, task design, and teacher response(ability) as a responsive, transformative, joyful, lifelong learner. You will explore policies and practices that can be used to foster student dignity and advocate for authentic and meaningful learning, despite their reliance on norm-based tools to do so. You will practice reading and drawing on psychologist reports to craft student-centred and strength-based opportunities, while building a toolkit of UDL resources that are both imaginal and practical. You are encouraged to think beyond your experience and create playful, hopeful, and high expectations possibilities for students who have been historically marginalized and their peers. You are encouraged to reach out to mentors in the field to expand your toolbox of strategies and resources for your assignments.

Teacher Quality Standards Addressed

Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning

Demonstrating a Professional Body of Knowledge

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student

Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Adhering to Legal Frameworks and Policies

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Program Requirements:

Numeracy

Norm-based measurement 3 hours
math 6 hours

Literacy

literacy 6 hours

Expected Learning Outcomes

Evaluate how the contents of norm-based assessments can be used to provide guidance in the design of learning experiences for students with exceptionalities (LT1, 2)

Synthesize understandings from prior coursework, field experience, and their own investigation of information to inform Individual Program Plans (LT1, 2, in-class tasks)

Evaluate modifications, accommodations and interventions that benefit all students in inclusive classrooms as part of a Universal Design for Learning (LT1, 2, in-class tasks)

Construct a three- or four-tiered intervention model to support diverse learners, referencing norm-based assessments, to assist development of literacy, numeracy, and 21st Century competencies (LT1, 2, in-class tasks)

With an emerging understanding, Interpret an Educational Psychology Assessment Psychological Report for instructional design (in-class tasks)

Apply an understanding of learning theory; academic, behaviour, and cultural diversity; interventions; to instructional design frameworks for inclusion such as APPs, SLP/IPPs, SETT Framework (LT1, 2, in-class tasks)

Additional Expected Learning Outcomes

Students will be able to consider the core competencies of the TQS through the lens of Learning Theory and Application to design meaningful learning and development opportunities for students in inclusive elementary classrooms. Drawing on their previous course content, their own field experiences and a disposition of growth and collaboration, students will demonstrate their ability to be an create inclusive learning environments consistent with Alberta Education’s mandate for education in Alberta schools. Upon completion of this course, students will be able to:

Communicate various learning exceptionalities, with a focus on how those exceptionalities might be considered in inclusive classrooms (LT 2)

Consider the impact culture and cultural values has on theories of learning and the evaluation of student capabilities (LT 1, 2)

Demonstrate how the contents of norm-based assessments can be used to provide guidance in the design of learning experiences for students with exceptionalities (LT1, 2)

Demonstrate the ability to synthesize understandings from prior coursework, field experience, and their own investigation of information to inform Individual Program Plans/Student Learning Plans (LT 1, 2)

Identify modifications, accommodations and interventions that benefit students all students in inclusive classrooms as part of a Universal Design for Learning (LT 1, 2)

Reflect meaningfully on their growth, understanding and gaps in understanding learning theory and application (LT 1)

Connect learning theories to teaching practices and learning needs in the classroom

Create learning opportunities that consider and facilitate the many facets of reading (LT 1 or 2)

Apply the principles of Universal Design for Learning to task design through the lens of various learning exceptionalities (LT 1,2)

Design a three- or four-tiered intervention model that is targeted to a particular learning exceptionality (LT 2)

Students will make sense of inclusive practices as they relate to the *Education Act* (2019) [link](#) and the Alberta Education Inclusive Education Policy (rooted in the Ministerial Order, 2020 [link](#)) (note the section on funding and codes) [link](#).

Professional Expectations:

Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University Bachelor of Education program. You are expected to attend every class, virtually and physically- please be on time. Make it a priority to be on campus when you have a scheduled class face to face. Turn on your camera (use a virtual background if you wish) when you are able to as it helps contribute to community connectivity. 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.

- Take ownership of your learning and professional journey.
- Find ways to add value to your cohort and our collective knowledge development.
- Treat your peers as knowing colleagues with diverse experiences.
- Honour the due dates of assignments and in-class tasks in part because the due dates are both formative assessment tools for me and because I need to commit time to assessing and providing feedback.
- Attend all required classes and contribute to discussions, activities, and collaborations as you can.
- 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.).
- Address issues, conflicts, and differences of opinion directly, promptly, and professionally.
- Conduct personal business (texting, Facebook/Instagram, phone calls, online shopping, hobbies ...etc.) outside of the classroom.

Textbooks

Valle, J. W. & Connor, D. J. (2019). *Rethinking Disability: A disabilities approach to inclusive practices*. New York, NY: Routledge

LTA 700 Playlist to be posted in Moodle or Google Classroom weekly

It is strongly recommended you make use of the Alberta Education series: *Programming for Students with Special Needs* that are located in binders in the Ambrose Library or online. You will also be expected to reference and utilize the *Alberta Program of Studies; Alberta Education: Individual Program Plans; Alberta Education: IPP Templates; Programming for Students with Disabilities; and Alberta Education: Making A Difference*. Some links to bookmark include:

1. Learn Alberta. (2013). *The Inclusive Education Library*
<https://www.learnalberta.ca/content/ieptLibrary/index.html>
2. Core Literacy Library. (2020) *Teaching Reading Sourcebook*.
<https://www.corelearn.com/wp-content/uploads/2020/05/teaching-reading-sourcebook-sampler-202006.pdf>
3. Peck, C. (2021). *Alberta Curriculum Analysis*. <https://alberta-curriculum-analysis.ca>
4. Alberta Education. (n.d.). *RtI in the Alberta Context*.
<https://education.alberta.ca/media/464641/video-discussion-guide-9-rti.pdf>
5. Alberta Education. (2016). *Alberta Education Elementary Math Professional Learning*. <http://learning.arpdc.ab.ca/course/view.php?id=351>
6. Alberta Education.(2013). *Alberta Education ELA Program of Studies K-9*. <https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>
7. Alberta Education (2002). *Developing IPPs*.
<https://education.alberta.ca/instructional-supports/individualized-program-plan-ipp/everyone/developing-ipp/?searchMode=3>
8. Alberta Education. (2002). *Unlocking Potential Programming for Students with Learning Disabilities*.
<https://education.alberta.ca/media/385144/unlocking-potential-programming-for-students-learning-disabilities-2002.pdf>
9. Alberta Education. (2010). *Making A Difference*.
<https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf>

Course Schedule

Overarching content themes/resources

These themes will guide our work together in class. You will practice applying the principles of IPPs and a Tiered approach to planning for each exceptionality addressed in class.

Overview of various Learning Exceptionalities	For each exceptionality studied, we will focus on how the student might experience literacy, numeracy, and social engagement, as well as develop a resource of supports that might be anticipated to ensure student dignity, meaningful participation, and authentic engagement in their learning communities.
UDL and Intervention models (RTI)	We will use the Alberta Education recommended model (Collaborative Response Model and Response to Intervention) to consider various strategies, resources, Assistive Technologies and intentional planning to support learning for all students in a fully inclusive pedagogical framework
Ed Psych Reports, APPs and IPPs	We will practice reading EdPsych Reports to inform practice and shape IPP development that centres student dignity and personal growth through student self-advocacy and whole child perspectives. We will practice writing IPPs, developing confidence and competence in planning for and meeting specific learning exceptionalities through a capabilities lens.

Course Weekly Schedule (beginning week 2)

This outline provides the ‘flow’ of the course; the timing of each of the topics will be adjusted as the course progresses,

according to your needs as students. The themes will be weaved together, and their components highlighted and exemplified through case studies, lectures, playlist content, student-led questions, and peer presentations. Other resources to supplement and support your learning will be posted on the *Moodle* and/or *Google Classroom* site.

LTA 700 Weekly Structure

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
<p>In class</p> <p>Collaboratory groups and connection to planning and assessment practices through a UDL framework</p>	<p>In class</p> <p>Learner Profile Peer-led Presentation</p> <p>Case Study</p>	<p>In class</p> <p>Learner Profile Peer-led Presentation</p> <p>Case Study</p>	<p>Online</p> <p>Toolbox building: SETT framework, IPP/SSL</p> <p>Connection to Practice/RTI brainstorming</p>

Group presentation learner profiles schedule, beginning March 7th

W1: Feb 28-3	W2: March 7-10	W3: March 14-17
Intro to course layout	Profile 1 ADHD/ADD and ODD/EBD	Profile 3 Language-based impairments (<i>Dyslexia, Dysgraphia, Mutism</i>) (KC)
Intro to SETT, APPs, IPP/SSP, tier 3 & 4 designs (KC video)	Profile 2 Sensory Processing Disorders	Profile 4 Memory Deficits (incl FAS, TBI)
W4: March 21-24	W5: March 28-31	W6: April 4-7
Profile 5 Math-based impairments (<i>Dyscalculia</i>) (KC)	Profile 7 Autism (ASD)	Profile 9 Auditory, Visual Processing and Impairments
Profile 6 NVLD	Profile 8 Gifted	Profile 10 Chromosomal or Cognitive Impairments (ex. Down Syndrome)
W7: April 11-12	W8: April 13-14	Key dates
Review, tying topics together and answering lingering questions	presentations	March 18 Due date 1 April 4 Due date 2 April 13 th & 14 th Living Portfolio Presentations

The sequence of topics and associated readings is subject to change if necessary so please allow for flexibility

Grade Summary:

Statement of assessment practices

Scaffolding: 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. Because assignments in LTA require reflection, application, and contextual decision-making, personal sense-making is highly valued in the assignments. 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

Resubmissions: students are encouraged to share their assignments with peers for feedback prior to submission, using the rubric to practice reading and assessing using criteria in an assignment. If you want feedback from the instructors, evidence of feedback from a peer **must be included** with a specific request for targeted feedback at least 4 days prior to the due date. A general request for feedback or affirmation is not an adequate request. Resubmissions will be considered, but must be based on the application of feedback, not just the inclusion of feedback. In some cases, this may require the creation of new content to demonstrate the student’s independence in the outcome.

Assessment Indicators:

Mastery + (A+)	Mastery (A)	Accomplished (A-)	Adequate (B+)	Basic (B) (minimum req.)
Complexity, variety of sources, synthesis of all courses, critical and questioning, self-directed, nuanced, centres inclusion as a norm, ethical considerations for all students, educators, curriculum, system, society as the role and responsibility of a teacher	Thoughtful, insightful, synthesis of all courses, multiple perspectives from theory and practices, centres inclusion as the norm, ethical considerations for all students, educators, curriculum, system, society as the role and responsibility of a teacher	Comprehensive, theory and practice are somewhat explored, student experiences are considered, critical exploration of impact on students and teaching is evident, inclusion is considered, the role of the teacher is attendees to, complexity (if attended to) required provocation	Fulfills criteria of assignment, relies on class content and readings, adequate engagement with various perspectives, personal experience drives content, perpetuation of practices in place, limited consideration of ethical considerations, limited incorporation of prior course work	Fulfills criteria but through superficial means, relies on course material, limited design for inclusion, lacks critical thinking, required scaffolding, perpetuates exclusion or limited inclusion, limited exploration of school, student, teachers, curriculum, societal impact

Grade	Interpretation	Grade Points
A+	Mastery	4.00
A	Mastery	4.00
A-	Accomplished	3.70
B+	Adequate	3.30
B	Basic	3.00
B-	Minimal	2.70
C+	Concern	2.30
C	Concern	2.00
C-	Concern	1.70

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.

Requirements:

ASSESSMENT	%	DUE DATE
Learning Task #1: Personal Inquiry	40%	Due date 1: March 18th OR Due date 2: April 4th (you choose which to hand in first)
Learning Task #2a or 2b: Tiered Intervention Model OR Exceptionality Resource	40%	Due date 1: March 18th OR Due date 2: April 4th (you choose which to hand in first)
Learning Task #3: Living portfolio	20%	Presentations April 13 th , & 14 th

Learning Task 1: Personal Inquiry 40%

Due date for assignment and peer-feedback: March 18th or April 4th

Teaching Quality Standard:

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

Rationale

Each student will choose their own inquiry to complete related to the course description and outcomes. The inquiry must be approved by the instructor and must focus on inclusion, inclusive practices, instructional design for inclusion, assistive technologies to support inclusion, collaboration to increase inclusion or other investigations into inclusive design. This assignment is meant to give you an opportunity to dig into an area of learning theory and assessment that is of personal interest to you. When you are an educator in your own classroom you will find yourself wondering about students and will hopefully inquire about your practice, student needs, resources available, and so on. In LTA 700 you are required to synthesize your knowledge of theories of learning and how those theories are applied to learning design; an inquiry allows you to do so with support and peers to bounce ideas off. You will be supported and given class time to conduct your inquiry.

Instructions

You will select your own topic of inquiry to meet the outcomes and course description of LTA 700. You must structure your inquiry as a question of practice and obtain approval of the inquiry from your instructor. This is to ensure your question is manageable and that it demonstrates the outcomes of LTA 700. Your topic may be explored in a wide range of methods. Some possible methods of study can include and are not limited to: an anonymized self-study of yourself or someone whom you know with an impairment; an interview with a parent or teacher working with a complex needs student, or with that student themselves that informs a reflection or instructional plan, a literature or resource review, a podcast (it must have a reasonable time limit), a graphic novel or story, a game or resource created for a student with complex needs, and so on.

Alongside the inquiry, you will develop a rubric that connects the course outcomes, the criteria, as well as your own indicators of success. This must be approved at the same time as your inquiry question.

Assessment: Rubric, indicators are available in more detail in Google Classroom [link](#)

Submission: firm deadline of March 18th or April 4th

Descriptors of Evaluated Content	Mastery + (A+)	Mastery (A)	Accomplished (A-)	Progressing (B+)	Emerging (B) (minimum req.)
Criteria 1: Exploration of an inquiry that is on topic, provides depth, and identifies practices that are both habituated and taken-for-granted as well as those that are imaginal and hopeful					
Criteria 2: Attends to the role of the teacher, curriculum, and education system as they relate to the TQS, the Program of Studies, and Learning Theory and Application, critiquing barriers and misconceptions that exist for students and/or teachers, as well as parents if applicable					
Criteria 3: The exploration of resources, supports, collaborative opportunities, interventions, modifications, accommodations, pedagogical decision-making values available to teachers					
Criteria 4: Explores ideas of assessments, norms, evaluation, social promotion of students, mastery, and other methods of evaluating and moving students through the school system					
Criteria 5: one student – identified outcome that is relevant to the inquiry					

Learning Task 2: Choice of assignment 2a or 2b 40%

Due date: either March 18th or April 4th (opposite of Assignment 1)

Submission: Google Classroom, Word, or an email submission with a website of your choice

Alberta Teaching Quality Standard:

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

Rationale:

Teachers encounter a range of learner variability, some are diagnosed but many are not diagnosed. Teachers are expected to observe, monitor, reflect on and respond to student progress in learning. Teachers are also required to develop a professional body of knowledge that drives evidence-based decision making in their overall classroom and instructional design. You are encouraged to consider your own practice and emerging sense of self as teacher, as well as theory you have learned in LTA 500, 600, and 700, including relevant learning from CDPD and SCMP.

Assignment 2a: RTI model

Instructions:

Students will develop a tiered intervention model (RTI) using a case study format. LTA students will describe Tier 1, 2 and 3 interventions to meet student behaviour (social/emotional) and academic (reading, writing, mathematics) needs to support a hypothetical student with a one of the exceptionality addressed in class. Students will submit a 6-week Response to Intervention learning plan that identifies interventions and strategies to meet learning and behaviour needs that are rooted in evidence-based practices and curriculum-based monitoring. This RTI model should include classroom design, a snapshot of a one-week timetable, a case-study type overview of the student profile including the exceptionality that drives the RTI, opportunities for UDL, and at least one Assistive Technology to support access to learning. This resource should reflect the weight assigned to it and the contents of the rubric.

The RTI can be submitted through Google Classroom or through email. Students are encouraged to create a visual of their RTI to complement the case study (which should be a maximum of 2-3 pages long).

Assessment: Rubric, indicators are available in more detail in Google Classroom [link](#)

Submission: Google Classroom, Word, or an email submission with a website of your choice

OR

Assignment 2b: Complex Learning Profile Resource for parents, students and/or teachers

Instructions:

Students will create a resource for parents, students and teachers that focuses on the particular aspects of a self-selected exceptionality studied in LTA 700. This resource should include an overall description of the exceptionality, the particular cognitive deficits as described by EdPsych assessments that require modifications, accommodations, and/or interventions, anticipated deficits in Executive Functions that may require supports, and academic and behavioural support suggestions for parents, students and teachers. This resource should reflect the weight assigned to it and the contents of the rubric.

Assessment: Rubric, indicators are available in more detail in Google Classroom [link](#)

Submission: Word/Google document or links can be uploaded into Google Classroom

Descriptors of Evaluated Content	Mastery +	Mastery	Accomplished	Progressing	Emerging
Learner variability is accurately portrayed based on peer-reviewed research and first person stories, with key aspects of the variability highlighted and attended to					
Attention to the most-likely areas of strength and need are clearly identified and elaborated on, opportunities to build on strengths are evident					
Considerations for curriculum content, school wide, or school system redesign are proposed					
<i>A progressive support model (MTSS/RTI) provides the basis for a proactive education/learning model in literacy, numeracy and/or social emotional development</i>					
UDL, Tier 1 and 2 Interventions are evidence-based, and developmentally appropriate for the age and context of the the task					
Proposed Tier 3 Interventions are aligned with student profile needs and demonstrate sound decision making to support the development of subskills (which need to be identified)					
Identification of Executive Functions related to the exceptionality are considered and described in relation to learning/behavioural expectations and supports to be put in place					
Considerations for the physical space, resources, team, within tier 3 supports are included					
Subskills to be developed are clearly communicated and sequenced for the context in a way that is meaningful to your learning task					

Learning Task 3: Living Portfolio 20%

Due Date: presentations April 13/14th, 2022

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 as you would do in an interview.

Elements of Project

You will showcase both a video and live interview that includes of a variety of elements that you have **curated that demonstrate your competencies in the Teacher Quality Standard**. These might include...

- Assignments from coursework
- Draw on your philosophy statement and the evolution of your thinking throughout
- 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

You will:

1. Because we are unable to gather to present the portfolios in a typical exhibition, you create a 3–5-minute video presentation and send the link to Kathy by April 11th.
2. You will then present your portfolio, live, to your team of instructors (Kathy and Craig; Sherry; Mary-Lynn and Crystal) in a scheduled, one-one presentation on April 14th and 15th.

Criteria

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"> • Personal, and reflective of you. • Artifacts directly connect to each of the Six Competencies of the TQS • 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. • Evidence of a focus on student learning and thinking. • Ability to verbally articulate your philosophy, identity and intended practice through the presentation and questions asked. 		

Attendance:

It is the expectation that all students will attend class and be on time. Please inform me if you know you will be away. Students are responsible for their own learning and are required to remain current with all information covered during class. Assignments are to be submitted on or before the due date. Extensions for assignments will only be granted for serious medical situations or extenuating circumstances.

If you are required to be absent for a COVID-related reason, please ensure that you have communicated to those who need to know for contact tracing.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

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

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's

ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

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

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

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

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

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

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

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

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

- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisis support](http://ambrose.edu/crisis-support) 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.

Academic Success and Supports

Accessibility Services

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

Ambrose Writing Services

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

Ambrose Tutoring Services

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

Mental Health Support

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

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.