Course ID:	Course Title:	Fall 2020
SCMP 500 - 03	Introduction to Society, Culture and Methods in Practice.	Prerequisite: None
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	Instructor:	Craig Harding	First day of classes:	Thurs. Sept 10
Days: Monday Face to face- 12:30 – 1:45 and 2:15 – 3:30. Thursday 12:30 – 3:30	Room: 110	Email:	Craig.harding@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 20
		Phone:		Last day to request revised final exam:	Mon, Nov 2
		Office:	None	Last day to withdraw from course:	Fri, Nov 20
		Office Hours:	By Appointment	Last day to apply for coursework extension:	Mon, Nov 23
				Last day of classes:	Mon, Dec 11

Course Description

An exploration of the ways in which society, culture, and policy shape education. In this course you will survey a wide range of influences and consider how they can help you understand your own thinking and your future teaching practice. Of specific focus, you will develop a foundation to move forward in a journey of leading reconciliation with Indigenous Peoples.

Teacher Quality Standards Addressed
Engaging in Career-Long Learning
Applying Foundational Knowledge about First Nations, Metis and Inuit
Adhering to Legal Frameworks and Policies

Program Requirements
Numeracy
6 hours
Literacy
6 hours
Canadian Studies
18 hours

Expected Learning Outcomes

1. Identify ways in which society, culture, and policy have shaped education and continue to influence the role of teacher.
2. Identify ways in which society and culture has shaped your own perspective and use this understanding to develop greater intentionality about your teaching practice.
3. Appreciate ways in which learning from Indigenous Peoples about land, history, and culture can influence your role as a teacher.

Textbooks

There is no required textbook for this course. Assignment specific readings are listed in the learning task descriptions below and will be made available in Moodle.

Course Schedule

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

Tentative Course Schedule/Learning Experiences
(See LT 1 for Influence Reading list)

Date	Topic/Experience	Reminders
Thurs. Sept 10 (zoom)	Influence 1: Modernity and Standardization	Reading Response: Sept 13 Zoom Discussion: Sept 14 Discussion Response: Sept 15

Mon. Sept 14 (f to f)	Introduction to Land based Learning	Dress for being active outdoors. Bring Camera
Thurs Sept 17 (zoom)	Weaselhead Field Experience	Infographic 1- Learning Sciences Due Sep 24
Mon Sept 21 (f to f)	Influence 1 - Infographic groupwork time Infographic looking at exemplars activity	Dress for being active outdoors. Bring camera.
Thur. Sept 24 (zoom)	Influence 2: Human Sciences, Romanticism, and Democracy	Reading Response: Sept 27 Zoom Discussion: Sept 28 Discussion Response: Sept 29
Mon. Sept 28 (f to f)	Land based learning experience with Knowledge Keeper	Dress for being active outdoors. Bring camera.
Thurs. Oct 1 (zoom)	Influence 2 - Infographic group work time	Infographic 2- Enlightenment and Standardization Oct 9
Mon.Oct 5 (f to f)	Elder Visit	
Thur. Oct 13 (f to f)	Self guided land based learning opportunity	(we will not meet as a class)
Mon. Oct 19 (f to f)	Influence 3- Anti Oppression Movements	Reading Response: Oct 18 Zoom Discussion: Oct 19 Discussion Response: Oct 20
Thur. Oct 20 (Zoom)	Draft script development	
Mon. Oct 26 (f to f)	Influence 3 - Infographic group work time	Infographic 3- Anti Oppression Movements Oct 29
Thur. Oct 27 (Zoom)	Script feedback and Indigenous Language practice.	
Mon. Nov 2 (f to f)	Influence 4- Policy (note no infographic)	Reading Response: Nov 1 Zoom Discussion: Nov 2 Discussion Response: Nov 3
Thur. Nov 5 Zoom	Visit from ATA staff officer	
NO CLASSES Reading week Nov 9-13		
Mon. Nov 16 (f to f)	Influence 5- Globalization and Neoliberalism	Reading Response: Nov 15 Zoom Discussion: Nov 16

		Discussion Response: Nov 17
Thurs. Nov 19 (Zoom)	Drop in technology help session	Personal Land Acknowledgement due Nov 24th
Mon. Nov 23 (f to f)	Influence 5 - Infographic groupwork time	Infographic 5- Globalization and Neoliberalism Nov 26
Thur. Nov 26 (Zoom)	In class exhibition of personal land acknowledgement	
Mon Nov 30 (f to f)	Influence 6- Emerging Influences	Reading Response: Nov 29 Zoom Discussion: Nov 30 Discussion Response: Dec 1
Thur.Dec 3 (Zoom)	Peer feedback on Annotated personal statement	Annotated Personal Statement Due Dec 8th
Mon Dec 7 (f to f)	Influence 6 - Infographic groupwork time	Infographic 6- Emergent influences due Dec 10th
Thur. Dec 8 (Zoom)	In class exhibition of annotated personal statements.	

Learning Tasks Overview

Learning Task	Assigned as	Outcome(s)	Due Date
Reading and Discussion Repose	Individual	1,2	See schedule below
Influences on Education Infographics	Group	1	Sep 24; Oct 9; Oct 29; Nov 26; Dec 10
Personal Land Acknowledgement	Individual	3	Nov 24
Annotated Personal Statement	Individual	1, 2	Dec 8

LT1: Reading and Discussion Response (Individual)

You will submit reading and discussion responses to demonstrate your understanding of learning outcomes one and two. This assignment is designed to support you to synthesize and contextualize key ideas from the readings; and give you credit for the learning you engage in through group discussions. You will be assigned to a reading discussion group of 3-4 students. For each of the 6 topics you will read a shared text as a group. Each individual will also read an additional text different from one another. You will be responsible for sharing insights from your text with the group.

Specifics:
You will post a reading response prior to your group zoom discussion.
You will meet with your group via zoom to discuss the readings during our scheduled class time. Following the group discussion you will post a discussion response.

The following prompts will guide your responses:

Reading Response Prompts :

What? What are the important ideas/concepts from your text that can help us make sense of this influence?
So What? What practices/structures/expectations in schools are connected to the ideas presented in your text?
Now What? What possibilities does this influence open up for your role as teacher? What tensions or questions does it call forth? What cautions or limitations does it yield?

Discussion Response Prompts:

New Ideas: What were the most important new ideas developed in your group discussion?
Reflection: How has your reading and discussion of this influence helped you make sense of your own experience/thinking/perspective? (What has it affirmed? What has it explained? What has it challenged? What has it changed?)

LT1 Reading Schedule:

Influence 1- Modernity and Standardization
Dates: Reading Response: Sept 13| Zoom Discussion: Sept 14| Discussion Response: Sept 15

Readings
Everyone- Davis, Sumara and Luce Kapler (2015)

Reader 1- Moore (2018)
Reader 2- Marzano (2003)
Reader 3- Friesen & Jardine (2009)
Reader 4- Jardine (2012)

Influence 2- Human Sciences, Romanticism, and Democracy
Dates: Reading Response: Sept 27 | Zoom Discussion: Sept 28 | Discussion Response: Sept 29

Readings:
Everyone-
Tomlinson, C. (2014) and History of Ideas (N.D.) https://www.youtube.com/watch?v=OiRWBI0JTYQ

Reader 1- Montessori (1912)
Reader 2- Putnam (2015)
Reader 3- Hildebrand (2016)
Reader 4- Boss (2011)

Influence 3- Decolonization and Anti-oppression movements
Dates: Reading Response: Oct 18 | Zoom Discussion: Oct 19 | Discussion Response: Oct 20

Everyone- (Adichie, 2009)

Reader 1-McLaren (1997)
Reader 2- Louie et al. (2017)
Reader 3- Greene (1982)
Reader 4- Gay (1994) and Emdin (2018)

Influence 4- Policy
Dates: Reading Response: Nov 1 | Zoom Discussion: Nov 2 | Discussion Response: Nov 3

Readings:
Everyone- Alberta Education (2018)

Reader 1- Alberta Education (2020)
Reader 2- Alberta Teachers' Association (2018)
Reader 3- Alberta Teachers' Association (2017)
Reader 4- Alberta Education (2013)

Influence 5- Globalization and NeoLiberalism
Dates: Reading Response: Nov 15 | Zoom Discussion: Nov 16 | Discussion Response: Nov 17

Readings:
Everyone- Robinson (2010), Sahlberg (2012), and Alberta Teachers' Association (N.D)

Reader 1- Zhao (2019)
Reader 2- Apple (2001)
Reader 3- Smith (2014)
Reader 4- Ayers (2020)

Influence 6- Emerging Influences
Dates: Reading Response: Nov 29 | Zoom Discussion: Nov 30 | Discussion Response: Dec 1

Everyone- Quinn et al (2018)

Reader 1- Aoki (2012)
Reader 2- Cajete (2015)
Reader 3-Davis and Sumara (2012)
Reader 4- Orr (2011)

LT 1 Detailed Reading List-
(Please see LT1 reading schedule as you will only read some of the readings)

Adichie, C. (2009, July). The danger of a single story [Video]. Retrieved from https://www.ted.com/
     talks/chimamanda_adichie_the_danger_of_a_single_story
Alberta Education. (2013). *Learning and technology policy framework.* Edmonton: Alberta Government.
     Retrieved from https://education.alberta.ca/media/1046/learning-and-technology-policy-framework-
     web.pdf
Alberta Education. (2018). *Teaching quality standard*. Edmonton: Alberta Government. Retrieved from:
     https://education.alberta.ca/media/3739620/standardsdoc-tqs-_fa-web-2018-01-17.pdf
 Alberta Education. (2020). *Education act.* Edmonton: Alberta Government. Retrieved from:
     https://www.qp.alberta.ca/documents/Acts/e00p3.pdf
Alberta Teachers' Association. (2017). Teacher growth, supervision and evaluation. *Teachers' Rights,
     Responsibilities and Legal Liabilities*. Retrieved from
     ttps://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/MON-
     2%20Teachers%20Rights.pdf
Alberta Teachers' Association. (2018). *Code of professional conduct.* Retrieved from:
     https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-
     4E%20Code%20of%20Professional%20Conduct.pdf
Alberta Teachers' Association. (N.D.) School Choice.
     https://www.teachers.ab.ca/News%20Room/Issues/Pages/School-Choice.aspx
Aoki, T. T. (2012), Inspiriting the curriculum In Pinar & Irwin (Eds.). Curriculum in a new key: the collected works
     of Ted T. Aoki. (357-365) New York: Routledge, Taylor & Francis Group.
Apple, M. (2001). Comparing Neo-Liberal Projects and Inequality in Education. *Comparative Education, 37*(4),
     409-423.
Ayers, W. (2020). Post standardization: Schools for a free and democratic society [Audio]
     https://www.humanrestorationproject.org/things-fall-apart/post-standardization-william-ayers
Boss, S. (2011) Project based learning a short history. *Edutopia.* https://www.edutopia.org/project-based-
     learning-history
Cajete, G. (2015) A Pueblo story of sustainability [Video] https://www.youtube.com/watch?v=5_nxJMhSlOg
Davis, B., Sumara, D., & Luce-Kapler, R. (2015). Teaching and standardized education. In *Engaging minds:
     cultures of education and practices of teaching* (3rd edn.). (pp 43-62) New York: Routledge.
Davis, B. & Sumara, D. (2012). Fitting teacher education in/to/for an increasingly complex world.(FEATURE
     ARTICLE). *Complicity: An International Journal of Complexity in Education, 9*(1), 30.
Emdin (2018) Teaching and being rachetdemic [Video]. Retrieved from:
     https://www.youtube.com/watch?v=4QmFREcXri0

Friesen, S. & Jardine, D.W. (2009). *21st century learning and learners*. Prepared for Western and Northern Canadian Curriculum Protocol. (pp 9-15)

Friesen, S., Saar, C., Park, A., Marcotte, C., Hampshire, T., Martin, B., Brown, B., & Martin, J. (2015). What is learning? In. *Focus on Inquiry*. [eBook] Retrieved from https://inquiry.galileo.org/ch1/what-is-learning/

Gay, G. (1994). Coming of Age Ethnically: Teaching Young Adolescents of Color. *Theory Into Practice, 33*(3), 149-155. Retrieved May 21, 2020, from www.jstor.org/stable/1476501

Green, M. (1982). Education and disarmament. Teachers College Record, 84 (1), 128-136. Access at: https://maxinegreene.org/uploads/library/education_disarmament.pdf

Grumet, M. (2006). Where does the world go when the world is about schooling? *Journal of Curriculum Theorizing*. Fall, 47-54.

Hildebrand, D. (2016). The Paramount Importance of Experience and Situations in Dewey's Democracy and Education. *Educational Theory, 66*(1-2), 73-88.

History of ideas- Romanticism (N.D.) [Video] *The school of life* *https://www.youtube.com/watch?v=OiRWBI0JTYQ*

Hunter, M. (1989). Madeline Hunter in the English Classroom. *The English Journal, 78*(5), 16-18. doi:10.2307/819193

Jardine, D. (2012). The Descarte lecture. *Journal of Applied Hermeneutics*

Louie, D. Poitras Pratt, Y., Hanson, A.J., Ottmann, J. (2017) Applying Indigenizing principles of decolonizing methodologies in university classrooms. *Canadian Journal of Higher Education.* 47(3), 16-33.

Marzano, R., (2003). Instructional strategies In *What works in schools : Translating research into action*. (pp 78-87) Alexandria, Va.: Association for Supervision and Curriculum Development.

McLaren, Peter. (1997). Paulo Friere's legacy of hope and struggle. *Theory, Culture & Society, 14*(4), 147.

Montessori, M. (1912). The Montessori method: Scientific pedagogy as applied to child education in "The Childrens Houses" with additions and revisions by the author. (A. George, Trans.). (Chapter 1) New York: Frederick A. Stokes Company. Retrieved from:http://digital.library.upenn.edu/women/montessori/method/method.html#I

Moore, S. (2018) Don't should on me; It's not easy being not green [Video] retrieved from: https://www.youtube.com/watch?v=MeRNhz0nGts

Orr, D. (2011) Ecoliteracy and ecological education [Video] https://www.youtube.com/watch?v=jxge4AhxlcY&feature=emb_logo

Osberg, D. & Biesta, G. (2008). The emergent curriculum: navigating a complex course between unguided learning and planned enculturation. *Journal of Curriculum Studies* 40 (3) 313-328.

Putnam, R. (1993). What makes democracy work? *National civic review* 82 (2) 101-107.

Quinn, E., Bartlett, S., Alisat, L., McNeil, S., & Miner, K. (2018). Finding humanity in design. The Journal for the Canadian Association for Curriculum Studies, *16*(1), 6-22. Retrieved from https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40359/36363

Robinson, K. (2010). Changing education paradigms. [Video] https://www.youtube.com/watch?v=zDZFcDGpL4U

Salberg, P. (2012) GERM that kills schools [Video] https://www.youtube.com/watch?v=TdgS--9Zg_0

Smith, S. (2014) Wisdom responses to globalization: The pedagogic context. *In Teaching as the practice of wisdom* (Ch 1) Bloomsbury Academic

Tomlinson, C. (2014). The underpinnings of differentiation. In *The differentiated classroom responding to the needs of all learners* (pp 14-28) ASCD.

Zhao, Y. (2019) *The pisa illusion*. Zhao learning. http://zhaolearning.com/2019/12/05/the-pisa-illusion/

LT1 Criteria

	Mastery - A (Superior performance showing mastery understanding)
Outcome 1	You have analyzed the text and identified key ideas in the discussion and framed them in ways that put forward a clear picture of the influence.
Outcome 2	You have actioned forward ideas and developed a frame for thinking about them in productive ways in relation to the practice of teaching.
Outcome 2	There is evidence that you have grappled with your own thinking and perspective by reflecting on the major ideas, issues, controversies, and questions in the readings and discussions.

LT2: Influences on Education Infographics (Group)

Working in a group (3–4 members), you will co-create 5 infographics. You will develop an infographic for each of the following 5 influences and submit them via Moodle on the dates provided below:

1. Modernity and Standardization (**Due: Sep 24**)
2. Human Sciences, Romanticism, and Democracy (**Due: Oct 9**)
3. Anti-Oppression Movements (**Due: Oct 29**)
4. Globalization and Neoliberalism (**Due: Nov 26**)
5. Emerging Influences (**Due: Dec 10**)

In each of the infographics you will address the following (you may or may not choose to respond to them explicitly/sequentially):

What? What is the societal/philosophical influence? What gave rise to the influence? What are the important ideas/concepts that surround this influence?

So What? How does this influence manifest itself in schools? What practices/structures/expectations are connected to this influence?

Now What? What possibilities does this influence open up for your role as teacher? What tensions or questions does it call forth? What cautions or limitations does it yield?

LT2 Criteria

	Strengths: (Evidence of Exceeding the target)	Criteria (Target)	Critique: (Areas for improvement)
Outcome 1		You have drawn on visuals, imagery, and/or metaphor and clear and concise text to present the important characteristics of the influence.	

Outcome 2		You have drawn key insights from the readings to communicate how the influence manifests itself in schools.	
Outcome 2		You have thought critically about the influence and put forward a position to frame your future teaching practice.	

LT 3 Personal Land Acknowledgement (Individual) Due Nov 24th

In this assignment you will create a personal land acknowledgement to:

1. Acknowledge the traditional lands of the Indigenous Peoples of the territory surrounding Mohkínstsis;
2. Share your growing knowledge of the land and its history;
3. Explore your deepening relationship to the land; and
4. Create a foundation and open up possibilities for nurturing your relationship with Indigenous communities.

Your personal land acknowledgement will feature a chronicle of experiences you engage in in our course. You will be asked to seek out and document experiences in the natural world beyond our class. Your Land Acknowledgement will be created as a video featuring your voice as narration and photographs (or video) that you take. Your video will be exhibited on YouTube and will provide you with a portfolio item.

To support you be successful in this project you will receive instructor designed scaffolding including:

- Land-based learning experiences;
- Opportunities to learn from Indigenous Peoples;
- Reviewing land acknowledgement exemplars;
- Receiving peer and instructor feedback on your script;
- Skill building and practice with photography and technology.

LT3 Criteria

Outcome 3	Mastery - A (Superior performance showing mastery understanding)
Acknowledgement	You have acknowledged, not only the ancestral lands, but also created an ethical space to share some of what you have learned from Indigineous People.

Relationship with Land	You have explored and illustrated your personal relationship with the land past, present, and future. Your acknowledgement is imbued with your personal experiences as told through photographs you have taken.
Reconciliation	Your acknowledgement sets forth your aspirations for learning towards your role as teacher and leader of reconciliation.
Personal	Your acknowledgement is intimate, honest, and true to yourself and your beliefs.
Use of Media Elements	You have drawn on photo and/or video techniques to tell a story of the land and your deepening relationship with it. You have recorded a professional voice over narration and paid careful attention to pronunciation of Indigenous languages.

LT 4 Annotated Personal Statement (Individual) Due Dec 8th

The purpose of this assignment is to document your evolving thinking about your role as teacher. To this end, you will be asked to revisit the personal statement you authored as part of your admission package to this program. You will draw on the influences explored in this class to explicate the ideas in your statement. You will identify: elements that have been affirmed; places where your thinking has deepened/become more nuanced; and elements of your thinking that have been challenged or shifted. You will use a .pdf editor or word comment feature to annotate your statement.

LT4 Criteria

	Strengths: (Evidence of Exceeding the target)	Criteria	Critique: (Areas for improvement)
Outcome 1		Demonstrate a sophisticated understanding of the influences explored in this course.	
Outcome 2		Identify ways in which society and culture has shaped your own perspective.	
Outcome 2		Use an understanding of what has shaped your perspective to guide your teaching practice.	

Participation and Attendance

Participation in and contribution to the scholarly community is essential to learning in this course. Our classroom will be designed as a knowledge building community and regular attendance is critical to your success in this course. Please notify the instructor if you need to miss a class. The instructor will work with you to determine how you can catch up on what you have missed.

Group work

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

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

Assessment and Grading Summary

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

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

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

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

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 devises in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies
It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions
Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade
An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of $50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity
We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

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

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

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

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

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

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