

Course ID:	Course Title:	Winter 2021
SCMP 600	An Application of Curriculum Contexts: Teachers and Teaching	Prerequisite: SCMP 500
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Arch Wong, DMin, PhD	First Day of Classes:	
Days:	Time:	Email:	awong@ambrose.edu	FE 600 & FE 700	January 4
Wednesdays	8:30-11:00 AM	Phone:	403-410-2909	CDPD 600 & SCMP 600	February 8
Thursdays	12:30-3:00 PM	Office:	L 2081	CDPD 700 & LTA 700	February 22
		Office Hours:	By appointment	Last Day of Classes:	
				FE 600 & FE 700	February 5/12
				CDPD 600 & SCMP 600	April 9
				CDPD 700 & LTA 700	April 16
				Last day to add/drop, or change to audit:	
				FE 600 & FE 700	January 17
				CDPD 600 & SCMP 600	February 18
				CDPD 700 & LTA 700	March 2
				Last day to withdraw from course:	
				FE 600 & FE 700	January 31
				CDPD 600 & SCMP 600	March 23
				CDPD 700 & LTA 700	April 3

Course Description

An examination of the ways in which society, culture and education intersect and influence teaching practice and methodology in today's classrooms. Students will build upon and integrate understanding of teachers and teaching with an emerging personal philosophy and worldview.

Teacher Quality Standards Addressed

1. Fosters Effective relationships
 - Acting consistently with fairness, respect and integrity
 - Honouring cultural diversity and promoting intercultural understanding
2. Engaging in Career-Long Learning
 - Actively seeking out feedback to enhance teaching practice
3. Establishing Inclusive Learning Environments
 - Fostering equality and acceptance with respect to age, ethnicity, culture, religious belief, gender, Gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation
4. Applying Foundational Knowledge about First Nations, Métis and Inuit
 - Understanding the historical, social, economic, and political implications of:
 - Treaties and agreements with First Nations;
 - Agreements with Métis; and
 - Residential schools and their legacy
 - Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit

Program Requirements

Canadian Studies

- The history of schooling in Canada: 24 hours
- Future Trends in Canadian education: 6 hours
- Sociology of education in Canadian contexts: 6 hours

Expected Learning Outcomes

By the end of the course, students should be able to:

1. Comprehend the ways in which society, culture, and education intersect historically, currently and in the future.
2. Reflect on the societal and cultural influences on their lives as teachers.
3. Determine how societal and cultural forces influence teaching practice and methodology in today's classrooms.
4. Compare and contrast Western Epistemologies and Indigenous ways of knowing.

Professional Expectations

1. Take ownership of your learning and professional journey.
2. Complete readings with the intent to develop a professional body of knowledge.
3. Treat all peers and guest speakers as professional colleagues.
4. Submit assignments on time.
5. Attend all class and contribute to discussions, activities and collaborations.
6. Challenge your own assumptions, identify biases, consider other perspectives and think creatively.
7. Go beyond the resources and requirements of the program to extend the knowledge of the cohort.

Textbooks

Article readings as assigned in Moodle.

Course Schedule

Week	Date	Topic	Readings for 'How did we get here?', Structure Reading Groups, and Assignment Due Dates
History of Western Education: How Did We Get Here?			
1	February 8	Syllabus review; Setting up the class and reading groups; Debrief Personality Questionnaire; Setting up the historical analysis	
	February 11	History of Western Education: Two Early Influences (Greek and Roman) Part 1	<p>Ancient Greek Education <i>Character, knowledge and skills in ancient Greek education: Lessons for Today's Policy Makers</i> by G.C. Bitros & A.D. Karayiannis</p> <p>Supplementary Reading (skim for additional understanding) <i>Reflections of Antiquity in the Greek Education of the 20th Century</i> (especially for continuity and change) by A. G. Petraki</p>
2	February 15	No class: Reading week	
	February 18	No class: Reading week	
3	February 22	History of Western Education: Two Early Influences (Greek and Roman) Part 2	<p>Ancient Roman Education <i>Implications of Ancient Roman Education for Modern Educational Processes</i> by M. Ninčević & I. Hosni</p>
	February 25	The Christian Contribution	<p>Christian Contribution Done as a jig saw: <i>People of the Book</i> by G. Clark or <i>Why Did Christians Compete with Pagans for Greek Paideia</i> by R. Criore</p>
4	March 1	Education in the Middle Ages	<p>Education in the Middle Ages Done as a jigsaw: <i>The Elementary School Curriculum in Medieval and Renaissance Italy: Traditional Methods and Developing Texts</i> by R. Black or <i>Late Medieval Education: Continuity and Change</i> By D. Sheffler</p>
	March 4	Education in the Industrial Revolution and Mass Education. How did we get here?	<p>Industrial Revolution <i>The Industrial Revolution and the European Family: The Institutionalization of 'Childhood' as a Market for Family Labor</i> By W. Minge-Kalman</p>
Teacher Identity			
5	March 8	Emerging Education Philosophy Statement	
	March 11	Emerging Education Philosophy Statement	Critical Challenge Task Essay: How Did We Get To Where We Are Now? due by March 12 th
Epistemology and Its Implications for Teacher Practice			
6	March 15	The Changing Face of Knowledge: Western and Aboriginal Epistemologies	<i>Toward Curriculum Inquiry in a New Key</i> by T. Aoki and <i>Aboriginal Epistemologies</i> by W. Ermine
	March 18	Indigenous Education	<p><i>Enabling the Autumn Seed: Toward a Decolonized Approach to Aboriginal Knowledge, Language, and Education</i> by M. Battiste</p> <p>Timeline of Your Life due by March 19th</p>
7	March 22	Indigenous Ways of Knowing: Treaty Education	<i>Disrupting Ignorance and Settler Identities: The Challenges of Preparing Beginning Teachers for Treaty Education</i> by J.

			Tupper and <i>School as Really Dangerous Places for Indigenous Children and Youth Schools Child Welfare</i> by E. Milne & T. Wotherspoon
	March 25	Indigenous Ways of Knowing: Relationships with Aboriginal People	<i>Disrupting Molded Images: Identities, Responsibilities and Relationships—Teachers and Indigenous Subject Material</i> by S. Dion Emerging Educational Philosophy Statement and 2-3 page explanation/commentary due by March 26 th
8	March 29	Indigenous Ways of Knowing: Curriculum	<i>Considering Indigenous Knowledges and Mathematics Curriculum</i> by G. Sterenberg
	April 1	Assessing and Critiquing Indigenous Resources	
9	April 5	Guest Speaker – Donna Ross (?)	
	April 8	Future Challenges: Mental Health and Wellness; Guest Speaker: Mark Snyder (?) and Wrapping up	<i>The Decline of Play and Rise of Children’s Mental Disorders</i> by P. Gray Developing and Critiquing Indigenous Curriculum assignment due by April 9 th

Requirements

Critical Challenge Task Essay and Structured Reading Groups (weeks 1-4): How Did We Get To Where We Are Now? (25%)

The history of education section focuses on the question, “How did we get here?” To investigate this question, in weeks 1 to 4 you will be assigned to a structured reading group and will conduct an historical analysis of particular eras of significance to consider the impact it has had on our current educational milieu during the class time by using the “How did we get here?” prep sheet to guide your group discussion. By exploring historical thinking concepts such as significance, cause and causation and continuity and change, a picture will emerge of the roots of western education originating from a rich history of spanning thousands of year. Before each group meeting in class, you are to complete a set of readings and be prepare by filling out your assigned section in the “How did we get here?” prep sheet. Before each class in Moodle, **you will be required to submit the “How did we get here?” prep sheet** with the lens section filled out that you were responsible for. This will not be graded but will let me know how you are progressing. The “How did we get here?” prep sheet will help you with the critical challenge task essay.

Your critical challenge task essay is to explore **one** of the following ideas that emerged from your exploration of the history of education in one of the following formats:

- Cautionary tale – what have you learned about the past that provides a warning for stakeholders in education in the present.
- Preferred vs probably future – you have seen how education has changed over time based on either societal changes or cataclysmic events. Look at the indicators and drivers of change and predict the preferred and probable future of education.
- Explore one of the perplexing questions.
- Build a case for considering how one of your counterfactuals is a logical consideration of change that may have resulted had the event not occurred. Consider the implications on our current education system.

This challenge requires you to think critically about any of the problematic challenges or situations/time periods you have explored in order to make a judgment, in essay format, about what would be sensible or reasonable to believe. The challenge you explore will shape the structure of the essay. In all cases there should be an introduction to the task,

essential background then an explanation of the insights related to the challenge. To ensure clarity, subheadings are recommended. Your examination should be based on the logical use of evidence gathered in this section and a reasoned application to the task. Again, the “How did we get here?” prep sheets that you filled out in your group work should be helpful. The exploration of this challenge should be 5-6 double spaced pages with a 12-point font in APA format. Due date is March 12th.

Assessment Criteria: Rubric for Critical Challenge Task Essay, Weighing 25%

Use of Class Materials and Literature: The student demonstrates the use of readings, lectures, and the professional and academic literature (books and articles, and reliable websites). Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study. **1 2 3 4 5 x 6=**

- 1-2 Inconsistently achieved- the use of readings, lectures, and the professional and academic literature often summarized or used inaccurately, or not at all.
- 3-4 Mostly achieved- the use of readings, lectures, and the professional and academic literature are summarized and used fairly accurately.
- 4.1-5 Consistently achieved- the use of readings, lectures, and the professional and academic literature are summarized and used accurately and in relevant ways.

Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end. **1 2 3 4 5 x 7=**

- 1-2 Adequately limited idea/question; details/synthesis may be repetitious or absent altogether; sentences/paragraphs rarely, if ever, flow logically together.
- 3-4 Clear central idea/question; appropriate details/synthesis most of the time; sentences/paragraph generally flow logically together.
- 4.1-5 Clearly states idea/question and purpose of paper; each sentence/paragraph logically leads to the next; carefully selected details which support general statements and central thesis.

Insight and Application: Able to discuss and apply findings for teaching in today’s context. **1 2 3 4 5 x 6=**

- 1-2 Little or no discussion of the findings for teaching in today’s context.
- 3-4 Good discussion of the findings for teaching in today’s context.
- 4.1-5 A thorough discussion of the findings for teaching in today’s context.

Grammar, Spelling, and Format: Writing is clear and effective communicating central ideas. **1 2 3 4 5 x 1=**

- 1-2 Proofread please or get someone to help! Too many errors that slow down the reading. Did not really follow APA format.
- 3-4 Still some errors, or errors in significant spots, that detract from your meaning. Somewhat followed APA format.
- 4.1-5 Either the piece is error-free, or you have a few tiny errors that can be easily corrected. Followed APA format.

Structured Reading Groups (weeks 6-9)/Formative Assessment (20%)

In weeks 6 to 9, you will continue in your structured reading groups (looking at educational epistemologies and mental health) with a set of rotating group roles: discussion leader, passage master, devil’s advocate, creative connector, and reporter. Students will meet with their group regularly in class through weeks 6 to 9. Before each group meeting in class, students are to complete a set of readings and prepare for their given reading group role; for example, the devil’s advocate must develop a list of questions for group discussion that challenge the main points of the work.

Though working together in groups (weeks 1-9), students are graded on their contributions to the reading groups, primarily through the reading group prep sheets that they prepare for class and peer and self evaluation. More detail explanation of the Structured Reading Groups will be given in class. Also, from time to time in the course, I may do some type of Formative Assessment such as pop quizzes, short opinion pieces, graphic organizer, and etc. to be submitted during or after a class, short exercises, and so on that will assess knowledge and engagement with the course materials.

Assessment Criteria: Rubric for Structure Reading Group Form and Self Evaluation, Weighing 20%

Your grade will be based on two things:

1. My evaluation will be mainly based on the “How did we get here?” prep sheets and the reporter’s report.
2. Your group’s evaluation of your participation in your reading circle, including your self-evaluation.

Please use the following form to evaluate the participation of your group members (this will remain confidential). Evaluate each group member, including yourself.

Group Member 1:

Overall, how well was this person prepared for reading circle discussions?

1	2	3	4	5	6	7	8	9	10
not prepared									very well prepared

Please rate the quality of this person’s participation in reading circle discussions. Were their contributions generally helpful and/or insightful? Were their questions/arguments well thought-out?

1	2	3	4	5	6	7	8	9	10
low quality									high quality

Group Member 2:

Overall, how well was this person prepared for reading circle discussions?

1	2	3	4	5	6	7	8	9	10
not prepared									very well prepared

Please rate the quality of this person’s participation in reading circle discussions. Were their contributions generally helpful and/or insightful? Were their questions/arguments well thought-out?

1	2	3	4	5	6	7	8	9	10
low quality									high quality

Group Member 3:

Overall, how well was this person prepared for reading circle discussions?

1	2	3	4	5	6	7	8	9	10
not prepared									very well prepared

Please rate the quality of this person's participation in reading circle discussions. Were their contributions generally helpful and/or insightful? Were their questions/arguments well thought-out?

1	2	3	4	5	6	7	8	9	10
low quality									high quality

Group Member 4:

Overall, how well was this person prepared for reading circle discussions?

1	2	3	4	5	6	7	8	9	10
not prepared									very well prepared

Please rate the quality of this person's participation in reading circle discussions. Were their contributions generally helpful and/or insightful? Were their questions/arguments well thought-out?

1	2	3	4	5	6	7	8	9	10
low quality									high quality

Group Member 5:

Overall, how well was this person prepared for reading circle discussions?

1	2	3	4	5	6	7	8	9	10
not prepared									very well prepared

Please rate the quality of this person's participation in reading circle discussions. Were their contributions generally helpful and/or insightful? Were their questions/arguments well thought-out?

1	2	3	4	5	6	7	8	9	10
low quality									high quality

Self Evaluation (Your Name):

Overall, how well did you prepare for the reading circle discussions?

1	2	3	4	5	6	7	8	9	10
not prepared									very well prepared

Please rate the quality of your participation in reading circle discussions. Were your contributions generally helpful and/or insightful? Were your questions/arguments well thought-out?

1	2	3	4	5	6	7	8	9	10
low quality									high quality

Emerging Educational Philosophy Statement (30%)

An emerging educational philosophy statement has three components: purpose, core values, and vision. In this assignment, you will submit a one-page emerging educational philosophy statement that has three sections (purpose, core values, and vision) plus a 2-3 page (single space, 12 points) commentary/explanation about your emerging educational philosophy statement that will be submitted to me by March 26th. In order to create this one-page emerging educational philosophy statement there are three stages to the assignment that will involve reflection, feedback from others, and completion of guided questions.

Stage 1: Timeline of your life- The timeline will show you where you have been. You will create this timeline on a bristle board and post-it-notes. The scoring rubric for this assignment is also posted on Moodle. Your bristle board timeline is due by March 19th (15%). This is the first part of the assignment which you will be submitting.

Stage 2: Purpose and Values

Knowing your purpose and values will answer the question: where am I going? The first part of stage 2 will focus on purpose. Ask yourself: What is my direction- professionally, personally, in your education, relationships, places, etc. There is also an optional Reflection Sheet posted on Moodle you can do if you are more religious oriented. Next, you will create a draft of a purpose statement that is about 2-4 sentences in length. Next, you will identify and list 6-8 values with one or two sentence explanation. Use the lessons section of your timeline to help with identifying the values and the Debwewin Values sheet (see Moodle) .

Stage 3: Educational Vision- Is what do you want to accomplish. We will walk through in class how to create a vision statement.

Summary of Assignment/What is to be submitted: This is the final part of the assignment which you will be submitting. What you will submit for this final part of the assignment (15%), is the one-page (single space, 12 points) emerging educational philosophy statement and the 2-3 page (single space, 12 points) commentary/explanation of how the emerging educational philosophy statement (purpose, core values, and vision) is all connected together. In other words, what is the relationship between purpose and core values, and what is the relationship between core values and vision to make up the emerging educational philosophy statement. In class, I will walk you through a step by step process in creating the emerging educational philosophy statement and the 2-3 page (single space, 12 points) commentary/explanation of the emerging educational philosophy statement which is due on March 26th.

Assessment Criteria: Rubrics for Timeline, Weighing 15%

Timeline Rubric

Thought and Detail

Clarity and enough information given to understand each post-it-note of positive and painful events. Excellent reflection on lessons learned. **1 2 3 4 5 x 6=**

Organization

The naming of each stage is done appropriately and corresponds with post-it-notes. Easy to follow and transition between ideas are smooth. **1 2 3 4 5 x 6=**

Language and Spelling

Good, strong concrete words. Honest and spelling is error free or has a few errors that can be easily corrected. **1 2 3 4 5 x 3=**

Overall Impression

Some effort made in terms neatness and presentation of timeline in terms of how it looks. Coherent and easy to follow. **1 2 3 4 5 x 5=**

Assessment Criteria: Rubric for Emerging Educational Philosophy (1 page statement and 2-3 page commentary/explanation), Weighing 15%

Emerging Educational Philosophy Rubric

1= Weak 2= Poor 3=Satisfactory 4=Good 5= Excellent

Thought and Detail

Depth and breadth of thought, clarity, connection with the timeline, excellent connections

with being statements such as purpose, excellent connections with values, and vision. Commentary is detailed and flows logically and the flow from purpose, values, and vision easy to capture.

1 2 3 4 5 x8=

Organization

Evidence of following what was asked and the writing reflects a central purpose. The philosophy of education statement and commentary is well structured and easy to follow.

1 2 3 4 5 x5=

Use of Convention

Spelling is correct, punctuation and usage and grammar adhere to accepted conventions of English language.

1 2 3 4 5 x3=

Overall Impression

Comprehensiveness and convincing, and understandable.

1 2 3 4 5 x4=

Developing and Critiquing Indigenous Curriculum (25%)

Develop rich criteria for deciding what is good indigenous curriculum based on the readings and class. These criteria should reflect the requirements (done in FE 600) for indigenization (This is an easy starting point. It is about content. It is about changing what we know.), decolonization (This is where we enter into relationship with what we know and changing how we know. It is about restoring relationship.), and reconciliation (Who are we in relationship with? This is where we decide to be the people who are worthy of relationship. It is about changing who we know.). Then pick and analyze an existing indigenous resource and examine its: Strengths, Weaknesses, Opportunities, and Challenges for its use in the classroom. Due date: April 9th.

Assessment Criteria: Rubric for Developing and Critiquing Indigenous Curriculum, Weighing 25%

Instructions

Developing and Critiquing Indigenous Curriculum

Your task for this final assignment is to investigate, in a reasoned (criteria based) and informed manner, a resource that suggests how to embed indigenous understanding into the curriculum. To do this, you should utilize the following format for the paper (APA format, 12-points, single space):

1. Develop a set of criteria that reflect best practices related to teaching authentic ways of knowing. This information will be gathered from the various class sessions. (Approximately one page)
2. Select an appropriate resource and examine, from a broad perspective, how it seeks to address the central concepts of Indigenization, Decolonization and Reconciliation. This information was presented in FE600. (Approximately one page)
3. Analyze the resource by considering the strengths, weaknesses/gaps, opportunities and challenges it presents to you, as a classroom teacher. Be specific and ensure you provide evidence to support your analysis. We will suggest resources for you in the various class sessions. (Approximately three pages)
4. Explain how the resource enriches your foundational knowledge of indigenous people as outlined in TQS 5 (Approximately one page)

Scoring Rubric

Criteria: To what extent do the criteria reflect best practices for teaching authentic indigenous ways of knowing?

1 2 3 4 5 x 3 = /15

- 1 – 2 Limited - criteria has vague or no relationship to authentic practices.
- 3 – 4 Adequately related – criteria references authentic practices but in a superficial manner.
- 4.1 – 5 Consistently achieved - the use of readings, zoom, other professional literature is apparent and used in an accurately and relevant manner.

Central concepts: To what extent are the central concepts of indigenization, decolonization and reconciliation explored with insights and relationships to considering resources.

1 2 3 4 5 x 3 = /15

- 1-2 Lacking - little or no discussion of the concepts and how it applies to selecting resources.
- 3- 4 Adequate – good discussion of the of the concepts and how it applies to selecting resources.
- 4.1-5 Exemplary - a thorough discussion of the concepts and how it applies to selecting resources.

Critical Analysis: To what extent are strengths, weaknesses/gaps, opportunities and challenges explored.

1 2 3 4 5 x 6 = /30

- 1-2 Lacking – analysis is very superficial and includes few references to pre-established criteria.
- 3- 4 Adequate – analysis references criteria but the depth of analysis is lacking or has numerous gaps.
- 4.1- 5 Exemplary – Analysis is guided by consistent references to criteria and rich consideration of the details of the resource.

Use of evidence: To what extent is evidence used to support the analysis.

1 2 3 4 5 x 4 = /20

- 1-2 Lacking – the robustness of the analysis is hindered by a severe lack of evidence; primarily opinion based.
- 3- 4 Adequate - the analysis is robust as evidence is usually provided but mixed with opinion.
- 4.1- 5 Thorough – the analysis is thorough and robust by always providing evidence to support claims.

Relationship to TQS: To what extent does the analysis refer to how the use of the resources build essential foundational knowledge described in the TQS.

1 2 3 4 5 x 3 = /15

- 1-2 Lacking – relevant elements of the TQS are briefly discussed
- 3- 4 Adequate – relevant elements of the TQS are discussed but the depth of analysis is lacking or has numerous gaps.
- 4.1- 5 Thorough - relevant elements of the TQS are explored with insight and depth.

Grammar, Spelling, and Format: Writing is clear and effective communicating central ideas.

1 2 3 4 5 x 1= /5

- 1-2 Proofread please or get someone to help! Too many errors that slow down the reading. Did not really follow APA format.

- 3-4 Still some errors, or errors in significant spots, that detract from your meaning and/or flow of the paper. Somewhat followed APA format.
- 4.1-5 Either the piece is error-free, or you have a few tiny errors that can be easily corrected. Followed APA format.

Participation and Attendance

Participation in and contribution to the scholarly community is essential to learning in this course. Students are expected to attend all classes consistently and punctually and participate in all learning activities. Students are expected to come to class prepared to discuss the topics listed in the course syllabus. **It is highly recommended that students take detailed notes of the readings prior to each class in order to participate fully in the lectures and learning activities. As the course is content rich, ongoing preparation would also be a great benefit in completing the written assignments.** If you miss a class, please notify the instructor if you need to miss a class and it is your responsibility to borrow notes from a fellow student, to acquire any handouts, and to discover whether any changes were made to the syllabus.

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.

Submission of Assignments and Late Submissions

All assignments are due electronically via Moodle on the date specified. Please use MS Word (.doc or .docx) or Excel (timeline assignment) when uploading your document.

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.

Grade Summary

The available letters for course grades are as follows:

A+	Mastery +	96-100%	Outstanding- Expands the space of the possible for learning outcomes
A	Mastery	91-95%	Consistently demonstrates exemplary performance of all learning outcomes
A-	Mastery	87-90%	Exemplary performance of most learning outcomes and strong performance of all learning outcomes
B+	Progressing	78-86%	Strong performance of learning outcomes
B to B-	Emerging	70-77%	Basic performance of learning outcomes
C+ to C	Beginning	63-69%	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Below 50%-62%	Cannot demonstrate performance of learning outcomes

Assessment achievement criteria description:

A+ (Mastery +): The task has been taken up with complexity, drawing on research, experience, dialogue and conversations with peers and colleagues and demonstrates these various contributions from the past two years of course work. The content of the task demonstrates an insightful vision of self and culture. There are significant examples of opportunities and resources, with particular attention to the practices a teacher takes up to foster success in its

various iterations. There is evidence of critical questioning of the practices, theories and student experiences in classrooms from multiple perspectives. Where applicable, creativity in thinking is evident, and where necessary attention to detail results in comprehensive plans/resources/communication. Exemplary work does require a significant investment from the student, which is evident in the presentation of the assignment, self-directed research to inform practice, and evidence of working beyond class material and conversations and a willing to ask transformational questions while exploring possible solutions.

A (Mastery): The task has been taken up in a thoughtful and engaging way that demonstrates a strong understanding of the research, one's own experience, dialogue with peers and colleagues, and demonstrates a layered synthesis of knowledge of course content. Examples are accurate and rooted in research and are clearly articulated. Where applicable, creativity and original ideas are included, and where necessary attention to detail and fulfilling requirements are complete. Theories, teacher practices, and beliefs are explored in a nuanced way that demonstrate a willingness to critically examine student experiences in one's classroom.

A- (Mastery): Indicates that the student attends to the requirements of the assignment, includes research and experience to inform content, and shows evidence of drawing together multiple resources in the work. All outcomes have been met and most are completed very well. There is evidence of critical thinking and the exploration possible tensions between theory, practice, and personally-held beliefs and their impact on all students.

B+ (Progressing): The task fulfills the requirements of the assignment. Content discussed in class is included, with adequate engagement with various perspectives or resources. The connections being made to learning reflect common inclusive practices but are limited to prior experiences and personally-held beliefs with little engagement of theory, critical reflection and exploration of the impact on students. The assignments contain ideas that are reproductions of observations that with some critical thinking or creativity.

B to B- (Emerging): The task fulfills the requirements of the assignment but does so on a superficial level. Content discussed is included, but there is minimal engagement with various perspectives or resources. The connections being made to course content are superficial and lack meaning in inclusive practices. The assignments contain ideas that are reproductions of observations that lack critical thinking or creativity. Adequate evidence of outcomes indicates limited connections between the course content or to one's own experience.

Cs or lower (Beginning): the task has significant areas that are either incomplete, missing, or inaccurate. There is little to no reference to research, experience, or to course content. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires.

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.

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.