



AMBROSE  
UNIVERSITY COLLEGE

FACULTY OF  
ARTS & SCIENCE

## SCMP 600

### Understanding and Applications of Curriculum Contexts:

#### Teachers and Teaching (3)

Fall 2011

**Semester: Semester 3, Cohort A**

**Sept. 6<sup>th</sup> – Nov. 10<sup>th</sup>, 2011**

**Instructor: Dr. David Peat**

**Instructor:** David Peat, Ph.D., R.Psych.

#### Contacting the Instructor

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**Office Phone:** 403-410-2000 ext 6583

**Class Times:** Semester One - Tuesdays & Thursdays, 8:15 - 10:25 am

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#### Course Description

SCMP 600 reviews, consolidates and applies foundational understandings introduced in SCMP 500, continuing the process of students' developing a meaningful personal teaching philosophy and 'informed pedagogy'. Through an interactive and reflective process, students will understand how their worldview influences teaching, teachers & views of learning. In this course, the second of three graduated and integrated courses in the *Society and Culture: Methodologies and Practices* component, students pay particular attention to various forms of teacher and teaching knowledge and the influence of this knowledge upon both human behavior and current practices in teaching. Students will be given opportunities to integrate their understandings of teaching, teachers, learning theory and emerging worldview into a mission statement, personal philosophy of teaching and a personal learning plan. This course will also provide students with the opportunity to continue the process of developing a comprehensive teaching portfolio.

**Prerequisite:** SCMP 500

## Further Course Information

Emphases regarding educational practices will be placed on critical thinking approaches gained through perspectives offered by:

- \*historians, theoreticians and philosophers to explain the shifts in educational practices over the centuries (e.g. how and why the formal disciplines normally used to organize and present information in schools and community settings have shifted in emphases over time and in different historical periods);
- \*epistemologists (experts in the theory of knowledge) who have examined the methods/validity and scope of historical and contemporary educational practices with a view to understanding the dominant shifts at different historical periods of time in Canada and other countries;
- \*sociologists who have examined the important cultural or societal anomalies responsible for shifts in educational practice; and
- \*educational leaders and politicians who have engaged in ever-changing debates regarding educational practice, of which such topics would include: “inclusion” of children with special needs versus non-inclusion approaches; “diversity” based on demographic realities such as immigrant multi-cultural backgrounds and First Nations learners.

## Course Goal and Intended Learning Outcomes

The goal of this course is to continue to process of developing students’ competencies in applying and integrating their understandings of teachers, teaching, learning theory and emerging worldview into a mission statement, personal philosophy of teaching and a personal learning plan. Students will continue the process of developing a comprehensive, digital *Teaching Portfolio*.

Upon completion of this course, participants will be able to:

1. Clearly communicate their personal teaching philosophy.
2. Articulate their ‘informed pedagogy’ including the underpinning assumptions, theories, values, and beliefs as applied to models of teaching/learning (e.g. transmission, nurturing, apprenticeship, guided discovery, inquiry learning, project-based learning, insight generation, training, case-study approaches).
3. Engage in inductive, deductive and other forms of critical thinking about teaching and learning and its interactions with culture (e.g. societal/cultural Issues impacting schools/classrooms).
4. Demonstrate the ability to conceptualize organizational frameworks underpinning public and private schooling (e.g. neighbourhood, magnet schools, charter schools, home-schooling, etc.).
5. Analyze Issues of diversity and practically apply this knowledge to the design of classroom Instruction (e.g., normalization, inclusion, financial factors, political factors, etc.)
6. Based upon the application of learning theories as applied to students’ learning, behavioral, social/emotional and cultural assets/challenges, discuss the influence, role and application of ubiquitous technology to support and enhance the learning/teaching process.
7. Develop and present to the instructor, an initial digital *Teaching Portfolio*.

## Required Texts

These texts are viewed as 'source information' for you in terms of your teaching practice. They **will not necessarily** be the basis for the class activities and/or discussions.

1. Thompson, J. G. (2007). *The First-Year Teacher's Survival Guide: Read-to-Sue Strategies, Tools & Activities for Meeting the Challenges of Each School Day* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
2. Thompson, J. G. (2009). *The First-Year Teacher's Checklist*. San Francisco, CA: Jossey-Bass.
3. Dalton, S. S. (2008). *Five Standards for Effective Teaching: How to Succeed with All Learners*. San Francisco, CA: Jossey-Bass.
4. Caffarella, R. S. (2002). *Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers and Staff Developers*. San Francisco, CA: Jossey-Bass.

## Books On Reserve:

Due to the iterative and spiral nature of the design of Ambrose Education course, the texts on reserve from **other** courses may also be helpful for both understanding of content and assignment completion in SCMP 600.

1. McCauley, T. P. & Hill, J. (eds.). (2010). *Canadian Society: Global Perspectives*. Whitbey, ON. deSitter.
2. Hanen M. P. & Cassels, D. W. (2005). *Canadian Values in the World Community; Building Trust, Balancing Global Power*. (2005). Calgary, AB. The Sheldon Chumir Foundation for Ethics in Leadership.
3. Cole, R. (ed.). (1995). *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners. What Research and Practice say about Improving Achievement*. Alexandria, VI: ASCD.
4. Cole, R. (ed.). (2001). *More Strategies for Educating Everybody's Children*. Alexandria, VI: ASCD.
5. Banks, J. A. & McGee Banks, C. A. (2010). *Multicultural Education (7<sup>th</sup> ed.)* Hoboken, NJ. Wiley.
6. Davies, A. (2010). *Making Classroom Assessment Work (3<sup>rd</sup>. Edition)*. Courtney, BC. Connections Publishing.
7. Cooper, D. (2007). *Talk About Assessment: Strategies and Tools to Improve Learning*. Toronto, ON. Thomson/Nelson.
8. Fung, D. & Yiming, C. (eds). (2008). *A Primer of Child and Adolescent Psychiatry*. NJ. World Scientific. [Peat, D. & Tan, E. *Learning Disorders* (Pp. 95-114); *IQ Testing and Children*. (Pp. 351-366)].
9. Donlevy, J. K., Chomos, J. & Walker, K. D. (2008). *A Guide to Alberta School Law* (2<sup>nd</sup> ed.). *Turning Point Global*.
10. Bowlby, B., Michaluk, D. & Wootton Regan, J. (2009). *An Educator's Guide to Human Rights* (2<sup>nd</sup>. Ed.). Aurora, ON. Canada Law Book.
11. Van Caly, M. Soldwedel, p. & Many, T. W. (2011). *Aligning School Districts as PLCS*. Bloomington, IN. Solution Tree Press.

12. Rose, D. H. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. ASCD.

### Articles and Other Resources

A selection of digital resources and web-links will be posted on the course *Moodle* site to support your learning and completion of assignments. It is hoped that throughout the course, as student's find related articles, videos and other digital resources, that they too will post to the same site to share with the class. This listing of websites provides a starting point for your own professional learning.

### Websites

The following website may be helpful for accessing current and ever-changing information concerning SCMP 600 course topics, as may websites recommended to support other education courses.

1. <http://www.cast.org> (Centre for Applied Special Technology)
2. <http://www.aalf.org> (Anytime, Anywhere Learning Foundation)
3. <http://www.smartbrief.com/index.jsp> (SmartBrief)
4. <http://education.alberta.ca/admin/technology.aspx> (Technology in Schools, AB Ed.; Tech News)
5. <http://www.pearltrees.com> (Pearltrees)
6. <http://www.edutopia.org> (Edutopia)
7. <http://mindshift.kqed.org> (Mind/Shift)
8. <http://www.edweek.org> (Education Week)
9. <http://blogs.edweek.org/teachers> (Education Week - teacher)
10. <http://www.iste.org/welcome.aspx> (International Society for Technology in Education)
11. <http://www.eschoolnews.com> (eSchool News)

### Course Outline: Themes

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.

In order to develop ever-expanding conceptual and practical applications of SCMP knowledge (foundation->application->integration), the core professors in the area have identified the following nine (9) themes that will be touched upon, to one degree or the other, in every SCMP course. Therefore, SCMP will be organized according to the following themes:

#### **A. Ecological Systems Theory (Urie Bronfenbrenner)**

Themes and issues discussed during the course will be examined through this framework. Ecological Systems Theory will allow students to engage in systematic analysis of issues in terms of school, community, district, province, Canadian context, and alternate worldviews.

#### **B. Cultural Underpinnings of Education**

Underlying 'world views', including historical context, concerning education as reflected in Teaching and Learning (e.g., Middle East, Finland, Singapore, Japan)

- Assumptions, beliefs as explanations for Governance and Practice
- Comparison between alternate world views and Canadian perspectives
- Alternate Canadian worldviews

#### **C. Societal/Cultural Issues impacting schools/classrooms**

- Diversity of student population (e.g., economic, cultural/language, intellectual, social/emotional, behavioral, sexual orientation)

- Assessment practices: Standardization *versus* personalization
- Principle of 'equity' *versus* 'elitism'
- Poverty/homelessness
- Changes in family structure
- Pervasive drug use
- Drop-out rates
- Student stress/trauma
- Ubiquitous technology
- Feminine *versus* Masculine Leadership

#### **D. Legal Issues –**

- Policies versus Procedures
- Policies:
  - AB Ed
  - ATA
  - School Divisions (Compare and contrast of 'autonomous' schools *versus* centrally administrated)
  - Schools
  - Classrooms (Teachers/Students)

#### **E. Alberta Context –**

- Setting the Direction Framework
- Inspiring Action
- AB School Acts (Old *versus* Draft)
  - Underlying philosophy(ies)/directions (e.g., autocratic, centralized *versus* 'enabling' legislation)
- Guide to Education
- Teacher's Quality Standard (TQS) & *Professional Practice Competencies for Teachers (Draft, April 2011)*:
- Programmes of Study
- Individual/Personalized Education
- Educational Leadership Theories/Practices

#### **F. Assessment Practices**

- High-stakes, norm-based assessment (DIPs, PATs in Alberta)
- Assessment *for*, *as* and *of* Learning

#### **G. On-going Professional Learning (PL)**

- Communities of Practice
- Learning Organizations
  - Role of teacher
  - Expectations concerning teacher's on-going PL
  - Underlying assumptions, theories, values, beliefs concerning teaching/learning

#### **H. Factors influencing School/Community/Parent relationships**

- Social Economic Status (SES)
- Cultural Diversity
- Policies
- Leadership at school and divisional levels

#### **I. 'Exemplary Examples' taking into account factors B-H**

- Inclusionary Practices
- Technology to Support Learning

- Collaborative Planning (Cross-grade/age groupings; thematic learning; IB Frameworks)

**Academic Requirements**

Assignments	%/100	Due Date
1. Topical Reflective Posts	15	Fridays from September 15 <sup>th</sup> to Nov. 10 <sup>th</sup> 2011
2. Paired Facilitation	20	September 15 <sup>th</sup> - November 10 <sup>th</sup> 2011
3. Research Paper	35	November 10 <sup>th</sup> to Dec 9 <sup>th</sup> (latest) 2011
4. Development of an initial digital <i>Teaching Portfolio</i>	30	November 10 <sup>th</sup> to Dec 9 <sup>th</sup> (latest) 2011

*Throughout the course, class members will be expected to negotiate with the instructor and come to agreement on what will constitute any or all of their "products" for the course. This is very much part of the process by which professional people take greater responsibility for the evaluation of their professional performance.*

**Assignment 1: Topical Reflective Postings**

Each week, beginning Sept. 15<sup>th</sup>, based upon, a) a topic/issue discussed in class; b) a related reading; and/or, c) a related insightful experience, prepare and post a brief personal reflection (a total of 9 reflections). The intent is to deepen your understanding of the issue by your critically thinking about the issue’s implications in terms of your personal teaching philosophy, and/or behavior and/or practice. Bronfenbrenner’s ‘ecological’ framework or one of the ‘critical thinking’ tools used in class may help to structure your reflections. Be prepared to share with classmates. These journal reflections should be posted on *Moodle* once a week, with the latest posting being on Sunday. They will be discussed each Tuesday for the duration of the course.

Evaluation Component	Weight (15 marks)
<p><b>Example and Theory</b></p> <p>Discussion with the class concerning your weekly posting.</p>	5 marks
<p><b>Reflection</b></p> <p>Consideration, reflection and application of the topic/issue discussed in class, a related reading or a related insightful experience.</p>	10 marks

**Assignment 2: Paired Facilitation (30 to 45 minutes)**

Each pair will facilitate a learning experience for the class designed to foster deeper understanding and application of a selected topic (B-H above) from this course outline. You may self-assign your pairs.

There are several components to this assignment:

- a) The learning experience designed and implemented by the ‘pair’ should be explicitly based upon a learning model, as presented in your LTA courses. The expectation is that you will detail the instructional model that is the guiding template for the class activity.

b) The learning experience should require the participants to think 'deeply' about the selected topic. This means that as 'architects of learning experiences', your learning experience should engage the class in analysis, comparisons, contrasting of ideas, and, as much as feasible, examination of underlying assumptions, theories, values and beliefs concerning the topic.

**Percentage grade for Assignment 2 will be determined utilizing the following *peer and self-evaluation* checklist:**

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- Prepared: Provides evidence of preparation
  - Pedagogical Knowledge: Explicitly details how the learning experience was designed and derived from a learning model
  - Knowledge of the issue: Demonstrates a high level of research concerning the chosen issue
  - Facilitation: Guides the group
    - Invites all members of the group to participate
    - Guides class members to deepen their thinking on presentation topic through analysis, comparisons, contrasting of ideas, and/or, as much as feasible, examination of underlying assumptions, theories, values and beliefs concerning the topic.
  - Creativity: Demonstrates creative engagement
    - Engages participants
    - Furthers understanding of topic in a unique way
  - Clarity: Clear and concise

Comments:

**Grade:**            /20

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**Assignment 3: Research Paper**

Each learner will write a research/application paper that demonstrates deep theoretical and practical understanding of one or more of the issues as addressed in SCMP 600. Opportunities to choose and discuss potential topics will be provided during the first week of this course. The paper should examine, in-depth, the chosen topic, examining the issue from multiple perspectives and discuss underpinning assumptions, theories, values, and beliefs. How the issue affects students' learning, behavioral, social/emotional and cultural assets/challenges should be addressed. The paper should draw from a variety of sources and comply with APA style requirements. Topics should be selected and approved by the instructor by the end of Session 4, September 20<sup>th</sup>.

**Rubric for Evaluation:**

Criteria	Exemplary	Proficient	Intermediate	Beginning
<b>Purpose and focus: Overview of chosen issue</b>	Considerable evidence of theoretical and practical understanding of chosen issue.	Sufficient evidence of theoretical and practical understanding of chosen issue	Some evidence of theoretical and practical understanding of chosen issues	Limited evidence of theoretical and practical understanding of chosen issues
<b>Development of ideas examining the issue from multiple perspectives</b>	Considerable development of ideas examining the issue from multiple perspectives	Sufficient development of ideas examining the issue from multiple perspectives	Some development of ideas examining the issue from multiple perspectives	Limited development of ideas examining the issue from multiple perspectives

<b>Discusses underpinning assumptions, theories, values, and beliefs</b>	In-depth, insightful discussion about underpinning assumptions, theories, values, and beliefs	In-depth discussion concerning underpinning assumptions, theories, values, and beliefs	'Surface' discussion concerning underpinning assumptions, theories, values, and beliefs	Little or not discussion concerning underpinning assumptions, theories, values, and beliefs
<b>References to multiple sources, authors, and/or perspectives</b>	Considerable references to multiple sources, authors, and/or perspectives	Sufficient references to multiple sources, authors, and/or perspectives	Some references to sources, authors, and/or perspectives	Limited references to sources, authors, and/or perspectives
<b>Articulates how the issue affects students' learning, behavioral, social/emotional and cultural assets/challenges</b>	Multiple, exemplary examples of how the issue affects students' learning, behavioral, social/emotional and cultural assets/challenges	A few examples of how the issue affects students' learning, behavioral, social/emotional and cultural assets/challenges	Some examples of how the issue affects students' learning, behavioral, social/emotional and cultural assets/challenges	Limited examples of how the issue affects students' learning, behavioral, social/emotional and cultural assets/challenges
<b>Organization and Structure</b>	Considerable organization and most of the argument is easy to follow	Sufficient organization and somewhat easy to follow	Some organization and is somewhat difficult to follow	Limited organization and difficult to follow
<b>APA Formatting</b>	Mostly free of errors in APA formatting	Sufficiently free of errors in APA formatting	Some errors in APA formatting	Many errors in APA formatting

#### Assignment 4: Development of a *Teaching Portfolio*

Continuing from SCMP 500, each class member will develop a *Teaching Portfolio*. Following the structure given at the Ambrose University's *Chalk and Wire* website <[chalkandwire.com/ambrose](http://chalkandwire.com/ambrose)>, the portfolio will include: a) Education, b) Educational Philosophy, c) Rational for the Portfolio, d) Teacher Preparation Background, and e) **Four** performance indicators. These performance indicators (digital artifacts) will illustrate an informed personal description of exemplary practice for four of the first nine *Teaching Competencies* that underpin the Ambrose B. Ed. programme. Additional artifacts supporting either the four chosen indicators or others may be included at your discretion. The digital artifacts could include samples of student work, lesson plan formats, actual lesson plans, rubrics, enquiry projects used in classrooms, assessment and evaluation samples, examples of inclusionary practices, appreciative notes from students, and so on. It is expected that your philosophy statement will be informed by reflection on what has been learned during this course.

Competency	Competencies Emphasized in the Ambrose University's B. Ed. Programme
1	Build affirmative relationships with children.
2	Apply theories of curriculum, learning, and assessment to the development of programs.
3	Build learning communities.
4	Design teaching and learning scenarios that include inquiry-based learning.
5	Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
6	Engage in shared praxis.



7	Design and implement programs that incorporate attention to cultural realities and diversities.
8	Understand critical and creative thinking as essential to learning in all programs.
9	Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.
10	Design and develop teaching portfolios, with an emphasis on electronic portfolios.

### TQS and Ambrose B.Ed. Competencies Emphasized in SCMP 600

**ALIGNMENT OF THE AMBROSE COMPETENCIES TO THE KNOWLEDGE, SKILLS, AND ATTRIBUTES (KSAs)**

Course descriptions provide a general indication of content that will be addressed in each course. Courses in the Ambrose Program also give detailed attention to the Knowledge, Skills, and Attributes (KSAs) that apply to all certificated teachers in the Province of Alberta, documented in the *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Ministerial Order #016/97)*.

The KSAs are embodied throughout the Program and aligned to the Ambrose *competencies*. A unique feature of the Ambrose Program is the requirement that all students are formatively and formally assessed and expected to give evidence of ten competencies at the midpoint of each course. Course content in all facets of the Program is connected to the competencies as part of the learning process in the Bachelor of Education Program. In turn, the competencies are aligned, in a selective way, to the KSAs.

**Note:** The table is not a cross-reference of TQS to *Competencies*.

<b>Teaching Quality Standards, Ministerial Directive 4.2.1. - Interim Professional Certification - Teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:</b>	<b>COMPETENCIES EMPHASIZED</b>
a) contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning	1) Build affirmative relationships with children.

b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy	2) Apply theories of curriculum, learning, and assessment, to the development of programs.
c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;	3) Build learning communities.
d) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs	4) Design teaching and learning scenarios that include inquiry-based learning.
e) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students	5) Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
f) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning	6) Engage in shared praxis.
g) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony	7) Design and implement programs that incorporate attention to cultural realities and diversities.
h) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes	8) Understand critical and creative thinking as essential to learning in all programs.
i) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records	9) Design and develop teaching portfolios, with an emphasis on electronic portfolios.
j) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;	
k) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;	

l) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;	
m) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience	

**Grading:** The available letters for course grades are as follows:

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

### Important Notes

It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

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 Office of the Registrar in writing 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 to review final grades. If the appeal is sustained, the fee will be refunded.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of the course and disrespectful to fellow students and the instructor to engage in electronically enabled activities *unrelated to the class* during a class session. During class, laptops and other hand-held devices should be used for class-related purposes only. The professor has the right to disallow a student to use their hand-held devices 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.

### **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 appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### **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 College 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 give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook 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.

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