



## Society and Culture: Methodologies and Practices in Education 700:

Theory Applied in School and Community Contexts (3 credits)

Winter 2013

### Instructor

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### Course Description

The focus on this 9-week course is **synthesis**, and **identity**. It is designed for students to bring together everything they have learned from theory and field experience and to integrate these understandings with their philosophy to develop a tangible model of practice. Students should leave Ambrose with a strong concept of who they are as teachers, a comprehensive understanding of the profession in which they are entering, and a vision for the future of education. Students should also be able to articulate how they intend to practice in this profession. In this online course, the third in the Society and Culture: Methodologies and Practices component, students will continue their examination of educational practices in Canadian schools and in diverse cultural settings, particularly trends that are shaping Alberta Education, inclusion and FNMI success, assessment and reporting, societal factors affecting classrooms, and the vocation of teaching.

### Prerequisite

SCMP 500 and SCMP 600

### Class Times

This is a 9-week online class. Students will be guided through the content and assignments with Moodle, some face-to-face tutorials, and the possibility of some synchronous webinars (as necessary). Check Moodle for dates and times.

Live lectures will be delivered via Panopto. Dates and times will be communicated through Moodle and email. You are expected to “attend” these sessions in order to get the flavour for synchronous instruction.

### Learning Outcomes

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

1. Identify the gaps that exist between theory and practice.
2. Strategize how to deal with issues in a school setting.
3. Articulate their philosophy of education.
4. Synthesize their knowledge of teaching and learning into a model of practice.
5. Defend their model of practice with theory.
6. Integrate their model of practice within the current landscape of Alberta Education

## **Students are expected to:**

- Contribute to the discussion forum in a timely manner. Follow instructions for each topical post. Read responses carefully, take note of detail, clarify and paraphrase perspectives, and build on each other's points.
- Complete the assignments by the due date.
- Examine and critically reflect on personal philosophy and position on issues without defensiveness.
- Reference experiences from recent practicum
- Initiate new ideas
- Communicate with instructor via email or phone with questions and concerns.
- Attend face-to-face tutorials and synchronous webinars.

## **Readings**

There are no required texts for this course. All readings will be provided on Moodle.

## **Topics**

Topic 1 – The Prac – Nine Weeks of Awesome or Awful?

Topic 2 – Drowning in Documents – Making Sense of Alberta Education

Topic 3 – What's So Great About Finland Anyway?

Topic 4 – Designing for the Universe?

Topic 5 – Law, Politics and The Rights of a Teacher

Topic 6 – Still Talking about the Big “A” – Assessment and Reporting

Topic 7 – Terrific Teachers, Inspiring Ideas and Supercool Schools

Topic 8 – The Last Word

# Course Themes

SCMP 700 will address the nine core themes of all SCMP courses in the following ways:

|  |   |
|--|---|
| A. Ecological Systems Theory                               | Students will address many systems acting on the child: the classroom, their peers, family, culture, provincial standards, other teachers, school systems...etc |
| B. Cultural Underpinnings of Education                     | Topic 4 and parts of Topic 2 will address diversity and FNMI issues.  |
| C. Societal/Cultural Issues Impacting Classrooms           | Topic 4 will consider the various issues that impact student learning and your classroom.   |
| D. Legal Issues  | Topic 5 addresses the law and politics in education   |
| E. Alberta Context   | Topic 2 looks extensively at the Alberta context  |
| F. Assessment Practices                                    | Topic 6 looks at large scale assessment and reporting in Alberta  |
| G. On-going Professional Learning                          | Topic 1 and 7 gives students the chance to reflect on their field experience and identify areas for future growth.  |
| H. Factors Affecting School/Community/Parent Relationships | Assignment 3 will give students a chance to articulate their philosophy around school-based relationships.  |
| I. Exemplary Examples                                      | Topic 7 is place to share stories of exemplary practice and ideas.  |

# 10 Ambrose Bachelor of Education Competencies

SCMP 700 will help students continue to develop the 10 competencies in the following ways:

|   |                                    |
|---|------------------------------------|
| Build affirmative relationships with children.  | Assignment 3 - Promise to students |
| Apply theories of curriculum, learning, and assessment to the development of programs.  | Final project                      |
| Build learning communities  | Online discussions                 |
| Design teaching and learning scenarios that include inquiry-based learning.   | Final project                      |
| Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.                 | Topic 4, Final project             |
| Engage in shared praxis.  | Online discussions                 |
| Design and implement programs that incorporate attention to cultural realities and diversities.   | Topic 4, Final project             |
| Understand critical and creative thinking as essential to learning in all programs.   | Topic, Final project               |
| Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education program. | Throughout course                  |
| Address the non-academic barriers to learning by applying a variety of management strategies and effective classroom routines.                      | Topic 4, Final project.            |

# Assessment

| Assignments   | %   | Due Date                                    |
|---|-----|---|
| Assignment 1a – Contribution to Topical Discussion              | 20  | On-going, April 12                          |
| Assignment 1b – Lead a Topical Discussion                       | 10  | Initial post - Feb 27<br>Summary – April 12 |
| Assignment 2 – Case Study: Dilemma of Practice & Strategic Plan | 20  | March 4                                     |
| Assignment 3 – Exit Thesis (shared with LTA 700 & CDPD 700)     | 50  | April 12                                    |
| Online Portfolio Completed                                      | P/F | April 12                                    |

## Assignment Details

### Assignment 1 - Topical Posts (30%)

#### Rationale

This course is constructivist in nature, both personally and socially. It is also built on the concept of shared praxis; that is, sharing with one another your critical reflections on practical experience and research. The goal of the topical posts is to create a space in which to do this. *Topical posts should be concise and no longer than 200-300 words.*

#### Instructions

There are three ways that you will participate in the discussion posts:

1. Contributing and responding to general questions (Topic 1, 5, 7 & 8)
2. Contributing to small group discussions that are peer-led (Topic 2, 3, 4 & 6)
3. Facilitating discussion in a small group on one topic.

There are separate forums created on Moodle for each group. As a facilitator you may choose to use another collaborative tool for your group that is less text based. Examples include PBWorks, a wiki, Google Docs, Voicethread, Lino...etc.

Topic 1 - Reflections on practicum

Topic 2 – Trends, initiatives and documents of Alberta Education (Group Discussion)

Topic 3 – Measuring the success of a system (Group Discussion)

Topic 4 – Inclusion (Group Discussion)

Topic 5 – The Rights of a Teacher (Whole class discussion)

Topic 6 – Assessment (Group Discussion)

Topic 7 – Sharing stories of excellence

Topic 8 – Class survey and feedback

**Assessment 1a Rubric – Contribution to Topical Discussion [Total Possible Marks – 20]**

|  |                          |
|--|--------------------------|
| <p>Postings – there are seven (8) invitations to enter a discussion on Moodle. You will receive a mark for contributing at least once to show that you engaged with the group on that topic</p> <p>Minimum requirements:<br/>                 Topic 1 – Post an anecdote <b>and</b> respond to a peer’s anecdote (2)<br/>                 Topic 2, 3, 4 &amp; 6 – Unless you are the topic leader, engage in discussion at least once (3)<br/>                 Topic 5 –Whole class discussion (1)<br/>                 Topic 7 &amp; 8 – Post an anecdote on each topic (2)</p> | Total possible marks - 8 |
|--|--------------------------|

|   |   |   |   |  |   |
|---|---|---|---|--|---|
| <p><b>Quality of posting</b><br/>                 You are expected to enter each discussion at least once to contribute to the construction of understanding around the topic by citing literature, standards, and personal experience. You are expected to be critically reflective and to demonstrate engagement with one another in the group.</p> | Your discussion contributions are of the <b>highest standard all the time</b> . You often respond more than once. | Your discussion contributions are of the <b>highest standard most of the time</b> . | Your discussion contributions are <b>acceptable all of the time</b> . | Your discussion contributions are <b>acceptable most of the time</b> . | Your discussion contributions <b>rarely</b> build into the construction of understanding. |
|   | 12 marks  | 11 marks  | 10 marks  | 9 marks  | max. 8 marks  |

**Due – end of semester**

**Assessment 1b Rubric – Lead a Topical Discussion [Total Possible Marks – 10]**

|  |             |           |              |                          |
|--|-------------|-----------|--------------|--------------------------|
| <p><b>Expectations</b><br/>                 1. Present a critical question(s) based on the reading(s).<br/>                 2. Supplement the reading with links to other resources, if necessary.<br/>                 3. Focus the discussion and move it forward.<br/>                 4. Scaffold the discussion, if appropriate.<br/>                 5. Give feedback &amp; encouragement.<br/>                 6. Sum up and debrief.</p> | Outstanding | Very good | Satisfactory | More engagement expected |
|  | 10 marks    | 9 marks   | 8 marks      | 7 marks                  |

**Due – Monday 25 February (initial post), end of semester (summary)**

## Assignment 2 – Case Study: Dilemma of Practice and Strategic plan (20%)

### Rationale

During your career as a teacher you will encounter issues and dilemmas. The government constantly drives new initiatives, new theories of learning emerge, technology advances, there is often a gap between what should be happening in the classroom/school and what actually is, and sometimes students do not behave how they should! It is very easy to gripe about it in the lunch room! However, teachers have the power and capacity to drive change in a professional way so that student learning is improved. This assignment will give you a chance to consider a dilemma that you have encountered in your field experience and create a strategic plan for dealing with it.

### Instructions

Read the following article, which is found on Moodle:

Weaven, M. (2011). *Dilemmas of Practice: Six of the Best*. (Retrieved Jan 30, 2011)

You will model your assignment on this paper. Think of a situation which presented a dilemma for you as a teacher. It could be related to *anything* to do with school (something you saw, something you experienced/tried). You will present your dilemma in the form as a case study with the following sections:

- Description of the Case (remember to maintain total anonymity). *Approx. 200 words*
- Commentary that presents the issue in light of literature, school culture, provincial standards, and/or your own philosophy. In other words, you must explain why this is an issue. *Approx. 500 words.*
- Possible strategy for change that is supported by literature, school culture, provincial standards and/or your own philosophy. All stakeholders are considered. *Approx. 500 words.*
- Bibliography (APA style)

Length – 1200 words (+/- 15%), plus bibliography. *If you go significantly over or under this limit, I will return it to you and request a re-do.*

Format – Times New Roman or Arial, 11 point font, APA

**Assessment 2 Rubric – Dilemma of Practice [Total possible marks – 20]**

|                     |   |   |  |
|---------------------|---|---|--|
| Description of Case | The case is <b>clearly described</b> , anonymity has been maintained, and <b>pertinent details</b> are given. | The case is presented but either <b>irrelevant detail is given</b> and/or the <b>description is vague</b> . | The description of the case is <b>not clear</b> and too many questions are left. |
|                     | 4 marks   | 3 marks   | 2 marks  |

|            |   |  |   |
|------------|---|--|---|
| Commentary | It is clearly shown why this case is a dilemma for you as an educator, because you have <b>developed a solid argument</b> for how it challenges theory, standards, culture or your own philosophy. Citations are given. | You have explained why this case is a dilemma for you as an educator by <b>telling the audience</b> how this diverges from theory, standards, culture or your own philosophy. Citations are given. | You have commented on the issue but you have not sufficiently shown why this case is a dilemma of practice. <b>More support in the form of citations is required</b> so that this case is presented as more than just a personal opinion. |
|            | 5 marks   | 4 marks  | 3marks  |

|          |   |   |   |
|----------|---|---|---|
| Strategy | You have presented a strategy to deal with this dilemma in a professional way and you have shown how this strategy reflects good practice by <b>supporting it with numerous citations</b> . | You have presented a strategy to deal with this dilemma and made mention of why this strategy is good practice by supporting it with <b>adequate citation</b> . | Your <b>strategy needs more support</b> in terms of citations to show that it reflects best practice. |
|          | 5 marks   | 4 marks   | 3 marks   |

|              |   |   |  |
|--------------|---|---|--|
| Bibliography | Bibliography and in-text citation is <b>APA</b> format with <b>almost no errors</b> . | Bibliography and in-text citation is <b>APA</b> format with <b>minimal errors</b> . | Bibliography and in-text citation is either <b>missing or unacceptable</b> . |
|              | 2 marks   | 1 mark  | 0 marks  |

|  |   |   |  |
|--|---|---|--|
| Quality of Writing<br><ul style="list-style-type: none"> <li>Clarity, spelling, grammar, punctuation, active voice, concise</li> </ul> | Quality is at <b>the level expected of a graduate student</b> . Almost no errors. | Quality is <b>approaching the level expected of a graduate student</b> and contains minimal errors. | The message has been communicated but the quality of writing is <b>not at the level expected of a graduate student</b> . |
|  | 4 marks   | 3 marks   | 2 marks  |

**Due**

Monday 4 March, 2012



## Bachelor of Education

### *Exit Thesis*

### Rationale

The *Exit Thesis* is a major assignment that requires you to apply knowledge and understanding from all three strands of courses in the Ambrose Bachelor of Education: Learning Theory and Application, Curriculum Design and Program Development, Society and Culture: Methodologies and Practice. This assignment forms 50% of your final grade in each of LTA 700, SCMP 700 and CDPD 700. All three instructors will jointly mark the assignment.

### Structure of Thesis

The Exit thesis is comprised of three main components:

| Component               | Weighting | Rationale and Intended Outcome  |
|-------------------------|-----------|---|
| Comprehensive Year Plan | 40%       | The comprehensive year plan will showcase your ability to design a learning experience that considers Alberta Education alignment, a diverse range of student learning needs, cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology. |
| Written Paper           | 30%       | The written paper will provide the support and rationale for the design of your year plan in the form of a literature review and a reflection on you own philosophy and model of practice.  |
| Oral Presentation       | 30%       | In your presentation to your instructors, you will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology. The presentation allows you to practice the kind of skills that need to be evident during the interview process.                                  |



## Comprehensive Year Plan

You are required to design a year plan that guides your instruction of one core subject (Math, Social Studies, Science or Language Arts) taught over the entire. Your plan must show cross-curricula integration and/or use of thematic units at some point during the year.

You may select the grade level and context.

As an ‘architect of learning experiences’, you must demonstrate your ability to design a learning environment that considers Alberta Education alignment, accommodates a diverse range of student learning needs, incorporates cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology.

Your plan must include

- Outline of the chosen context
- Activities for learning
- Timelines
- Resources
- Choice of instructional approach(es)
- Avenues to connect with home and school
- Any supporting programs (virtues, study skills, anti-bullying...etc.,)
- Strategies to differentiate for diverse pupil needs
- Preferred physical layout of the classroom
- Assessment (for, of and as learning; formative and summative)

Your year plan will be included as an appendix in your paper and presented to the committee in a format of your choice.

## Written Paper

The written paper will provide the support and rationale for the design of your year plan through a literature review and a reflection on your own philosophy and model of practice.

Your written paper must include an introduction, a literature review that provides support and rationale for the design of your year plan, a personal manifesto, conclusion, bibliography, and the year plan (as an appendix).

The written paper should be between 3000-4000 words, APA formatted.

The **Introduction** will identify and briefly explain your choices and the rationale for your choices, in terms of the planning framework, curriculum (e.g., based upon the Programme of Studies, the chosen subject area and grade; **or** a thematic year plan across subject areas), supporting programs (e.g. bully-proofing; Virtues Project), and school-community relationships. In this section you may include definitions, assumptions, and limitations of your year plan framework.

The **Literature Review** forms the bulk of this paper. It will summarize and cite the documents that support your decisions regarding the design of your year plan (e.g., school-community relationships, instructional methodologies, model(s) of learning, developmental factors, and so on). Information regarding inclusion, FNMI education, large-scale assessment, classroom-based assessment, and cross cultural and multi-cultural education could be included. In this section you should draw heavily on the content from CDPD 700, SCMP 700 and LTA 700.

The **Personal Manifesto** is a final personal reflection on your intended “modus operandi”. The manifesto will consist of 8-10 promises that you will make to your students. Each statement must begin with “I promise to ...” From your statements, your values and intentions in the following areas should be clear:

- Style of classroom management
- Preferred theory(ies) of learning
- Purpose of homework (or home tasks)
- Inclusion
- Role of schools (and teachers) in society
- Technology
- Skills for the 21<sup>st</sup> Century
- Yourself as a learner

The **Conclusions and Recommendations** is final summary on the matter of integration for the ideal learning community that is well designed to promote learning for all students. It should also identify your personal areas of strength as a teacher and the areas for future growth in order to become the teacher you aspire to be.

## **Oral Presentation**

You are required to present your project to your instructors. You will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology.

Your presentation should be no longer than 15 minutes in length and you will be asked to field a couple of questions immediately afterwards. \*\*\*Please ensure that your presentation does not go over the 15-minute limit, as a show of respect for your classmates and the scheduled timeslots that follow\*\*\*

You are welcome to invite a friend, peer, or family member to your presentation.

The presentation should include the following:

- A ‘walk-through’ of your year plan, with a succinct rationale given to support key aspects
- Your manifesto
- Integration of technology to deliver the presentation
- Demonstration that you can engage an audience

## Assessment Rubric

|   | <b>Outstanding</b>  | <b>Well Done</b>   | <b>Satisfactory</b>   | <b>Weak</b>   |
|---|---|--|---|---|
| <b>Year Plan</b>  |   |  |   |   |
| Overall quality   | Year plan <b>clearly</b> and <b>explicitly</b> considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, meets 21 <sup>st</sup> century learning needs, and is detailed and organized. | Year plan considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units and meets 21 <sup>st</sup> century learning needs. | Year plan <b>mostly</b> considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, and meets 21 <sup>st</sup> century learning needs. | The year plan is missing too many critical components required for designing effective instruction.                       |
|   | 19-20 marks   | 17-18.5 marks  | 15-16.5 marks   | <15 marks   |
| Universal Design of Learning                            | Year plan <b>clearly</b> and <b>explicitly</b> considers diverse learning needs e.g., FNMI, cultural diversity, and learning assets/barriers. There are multiple entry points to the learning.  | Year plan considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers.  | Year plan <b>mostly</b> considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers  | Year plan does not address considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers |
|   | 9.5-10 marks  | 8.5-9 marks  | 7-8 marks   | <7 marks  |
| Assessment  | Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It addresses knowledge, skills and attitudes. Assessment connects to objectives and allows for differentiation.  | Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It addresses knowledge, skills and attitudes.   | Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. but is somewhat disconnected from the objectives   | Assessment is either missing or very weak.  |
|   | 9.5-10 marks  | 8.5-9 marks  | 7-8 marks   | <7 marks  |
| <b>Written Paper</b>                                    |   |  |   |   |
| Introduction, conclusion, literature review, manifesto. | The literature review is <b>comprehensive</b> . It connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice.   | The literature review connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice.   | The literature review provides some support to the year plan. Manifesto is included and hints at your philosophy and intended model(s) of practice.   | The literature review does not adequately support the year plan. Manifesto is included but has some gaps.                 |
|   | 19-20 marks   | 17-18.5 marks  | 15-16.5 marks   | <15 marks   |
| Quality of writing                                      | Quality is at the level expected of a graduate student. Almost no errors in grammar or spelling. Bibliography and in-text citation is APA format with almost no errors.   | Quality is approaching the level expected of a graduate student. Almost no errors in grammar and spelling. Bibliography and in-text citation is APA format with almost no errors.  | The message has been communicated but the quality of writing is not at the level expected of a graduate student. Bibliography and in-text citation is APA format but has errors.  | The quality of writing makes the message difficult to interpret. Student does not use APA formatting.                     |
|   | 9.5-10 marks  | 8.5-9 marks  | 7-8 marks   | <7 marks  |

## Oral Presentation

|                   |  |   |   |   |
|-------------------|--|---|---|---|
| Informative       | Oral presentation clearly explains the year plan and succinctly gives a rationale for key aspects.           | Oral presentation explains the year plan and gives a rationale for some of the key aspects. | Oral presentation outlines the year plan and highlights some key aspects. | Oral presentation does not adequately explain the year plan.  |
|                   | 9.5-10 marks   | 8.5-9 marks   | 7-8 marks   | <7 marks  |
| Engaging          | Oral presentation is <b>very</b> engaging and organized. You speak clearly and confidently.                  | Oral presentation is engaging and organized. You speak clearly and confidently.             | Oral presentation is <b>mostly</b> engaging and organized.                | More work is needed to deliver an engaging and/or clear presentation.   |
|                   | 9.5-10 marks   | 8.5-9 marks   | 7-8 marks   | <7 marks  |
| Use of Technology | Student demonstrates proficient use of appropriate technology. Technology is used in a way that makes sense. | Student demonstrates proficient use of appropriate technology.                              | Student uses technology to deliver the presentation.                      | Technology was included as an after-thought and/or student struggled to operate it and/or no technology was used in the delivery of the presentation. |
|                   | 9.5-10 marks   | 8.5-9 marks   | 7-8 marks   | <7 marks  |

### Due

The presentation will take place during the final week of classes (April 8-12). A sign-up schedule will be made available at a later date. Your written paper must be submitted electronically to all three instructors in advance of your presentation.

Please note that your e-portfolio must also be completed and submitted to your instructors at this time.

# 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 from Ambrose

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.