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|-------------------|--|---------------------------|
| <b>Course ID:</b> | <b>Course Title:</b>   | <b>Fall 2023</b>          |
| <b>CDPD 500-2</b> | <b>Introduction to the Principles and Practices of Curriculum Design and Program Development</b> | <b>Prerequisite: None</b> |
|                   |  | <b>Credits: 6</b>         |

| Class Information   |                      | Instructor Information |                                | Important Dates              |             |
|---|----------------------|------------------------|--------------------------------|------------------------------|-------------|
| <b>Delivery:</b>  | In Class             | <b>Instructor:</b>     | Christy Thomas, EdD, MEd, BEd. | <b>First day of classes:</b> | September 6 |
| <b>Room:</b>  | RE110                | <b>Email:</b>          | christy.thomas@ambrose.edu     | <b>Last day of classes</b>   | December 11 |
| <b>Final Exam</b>   | N/A                  |                        |                                |                              |             |
| <b>Days/Times:</b><br><br>Mondays @ 12:30 – 3:30 pm<br>Tuesdays @ 8:00 – 11:00 am   | <b>Phone:</b>        | 403-407-9489           | <b>Last day to Add/Drop</b>    | N/A*                         |             |
|   | <b>Office:</b>       | RE148                  | <b>Last day to Withdraw</b>    | N/A*                         |             |
|   | <b>Office Hours:</b> | By Appointment         |                                |                              |             |
| All requests to drop or withdraw from the Education program classes must be submitted to the Associate Dean, School of Education, and the Office of the Registrar in writing. |                      |                        |                                |                              |             |

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

**September 30:** Reconciliation Day  
**October 4:** Deeper Life Conference  
**October 9:** Thanksgiving  
**November 6-10:** Fall Break

### Course Description

Explore introductory ideas and practices for designing learning experiences for children (K-6). Students will work extensively from the Alberta Program of Studies to understand its structure and the essence of each subject discipline. Students will consider the variables that exist in Alberta classrooms while developing lesson plans and simple assessments that use feedback as a learning tool.

## Expected Learning Outcomes

1. Reflect on curriculum theory in relation to emerging teacher practice.
2. Use the Alberta programs of study to design engaging and meaningful sequence of teaching, learning, and assessment over the course of a lesson.
3. Understand and apply the connection between individual lessons, units of study, and learner outcomes.
4. Identify and apply connections between the programs of study, student's lives, and the living disciplines.

## Teacher Quality Standards Addressed

### Concentration:

- 1. Begins to consider what it looks like to engage in professional collaboration when designing learning experiences. Fostering Effective Relationships: *A teacher builds positive and productive relationships with students, parents/guardians, peers, and others in the school and local community to support student learning.*
- 2. Actively Engages in Career-Long Learning by reflecting on theory and emerging teaching practice. *A teacher engages in career long learning and ongoing critical reflection to improve teaching and learning*
- 3. Demonstrates an ability to reference and consider a Professional Body of Knowledge: *A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student*
- 4. Begins to consider designing learning experiences that help teachers in Establishing Inclusive Learning Environments: *Establishes, promotes, and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.*

### Referenced

- 4. Begins to consider incorporating students' personal and cultural strengths into teaching and learning and provide opportunities for student leadership. Establishing Inclusive Learning Environments: *Establishes, promotes, and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.*
- 5. Begins to demonstrate thoughtful and relevant ways of Applying Foundational Knowledge about First Nations, Métis, and Inuit to designing learning experiences: *Develops and applies foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.*
- 6. Begins to consider what it means to engage in practices consistent with policies and procedures established by the school authority and that the professional practice of a teacher is bound by standards of conduct expected. Adhering to Legal Frameworks and Policies: *A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta Education system.*

## Program Requirements

| Requirement                         | Connected Topics   | Content Addressed   |
|-------------------------------------|--|---|
| <b>Literacy</b><br>9 hours          | Curriculum Theory<br>Backwards Design<br>Disciplinary Ways of Knowing<br>Indigenous Ways of Knowing<br>Assessment for learning<br>Universal Design for Learning  | Development of reading (6 hours)<br>Teaching writing (3 hours)<br>Scaffolding literacy across the curriculum<br>Balanced literacy instruction<br>Thinking strategies<br>Story Workshop for Writing<br>Levelled Reading<br>Literacy Circles  |
| <b>Numeracy</b><br>6 hours          | Curriculum theory<br>Backwards Design<br>Indigenous Ways of Knowing<br>Disciplinary Ways of Knowing<br>Assessment for learning<br>Universal Design for Learning  | Teaching mathematics<br>Effective mathematics teaching practices<br>Scaffolding numeracy across the curriculum<br>Building numeracy through fluency, problem solving and reasoning<br>Building mathematical confidence<br>Developing a positive view of math in the classroom<br>Supporting productive struggle in learning mathematics |
| <b>Canadian Studies</b><br>12 hours | Curriculum theory<br>Backwards Design<br>Disciplinary Ways of Knowing<br>Assessment for learning<br>Arts Integration<br>Culturally Responsive Pedagogy<br>Universal Designs for Learning<br>Inclusive Teaching Practices | Teaching social studies<br>Inquiry based learning<br>Land based learning<br>Indigenous Ways of Knowing  |
| <b>Science</b><br>12 hours          | Curriculum theory<br>Backwards Design<br>Indigenous Ways of Knowing<br>Disciplinary Ways of Knowing<br>Assessment for learning<br>Arts Integration<br>Universal Designs for Learning<br>Inclusive Teaching Practices     | Teaching science<br>Land based learning<br>Inquiry based learning   |

## Required Course Readings

There is no required textbook for this course. Assigned readings and resources are listed below and will be made available in Moodle and Google Classroom and can also be found in the course schedule.

Alberta Education (2021). Guiding Framework. <https://open.alberta.ca/dataset/f3fb3059-fdec-4c62-89b7-a34eb9d33c3c/resource/0a51ffa3-76bf-4f8b-a31c-7481eb2fba5c/download/edc-guiding-framework-curriculum-development-2020.pdf>

Alberta Education. (2021). Social-emotional learning. <https://www.alberta.ca/social-emotional-learning.aspx>

Alberta Regional Professional Consortium. (2021). The ARPDC pedagogical approach to conceptual understanding and transfer of learning. [https://arpdcreources.ca/wp-content/uploads/2021/04/ARPDC\\_PedagogicalApproach\\_ConceptualUnderstanding\\_TransferLearning.pdf](https://arpdcreources.ca/wp-content/uploads/2021/04/ARPDC_PedagogicalApproach_ConceptualUnderstanding_TransferLearning.pdf)

Alberta Regional Professional Development Consortium. (2018). Mental health: Understanding for educators. <https://sites.google.com/erlc.ca/mentalhealth/home>

Alberta Regional Professional Development Consortium. (2022). Infusing indigenous knowledge into curriculum: Land based learning. <https://sites.google.com/arpd.ab.ca/infusingindigenousknowledge/land-based-learning> \*Watch Video: *How to Call a Moose* by Jason Bigcharles

Alberta Teacher's Association. (2009-2016). Creating a compassionate classroom. <https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/COOR-79e%202015%2012.pdf>

Allen, K. & Schnell, K. (2016). Developing mathematics identity. *Mathematics Teaching in the Middle School*, 21(7), 398-405. <https://asdn.org/wp-content/uploads/Developing-Math-Identity-1.pdf>

Boaler, J. (2015, January 28). Fluency without fear: Research evidence on the best ways to learn math facts. Youcubed. <https://www.youcubed.org/evidence/fluency-without-fear/>

Dixson, D., & Worrell, F. (2016). Formative and summative assessment in the classroom. *Theory Into Practice: Psychological Science at Work in Schools and Education*, 55(2), 153-159

Donald, D. (2020). Homo economicus and forgetful curriculum: Remembering other ways to be a human being [Video] <https://www.youtube.com/watch?v=VM1J3evcEyQ&feature=youtu.be>

Farr Darling, Linda. "Using Artifacts to Foster Historical Inquiry." In *The Anthology of Social Studies: Issues and Strategies for Elementary Teachers*, edited by Roland Case and Penney Clark, 283-89. Vancouver BC: Pacific Educational Press, 2008 [https://www.learnalberta.ca/content/sspp/html/pdf/using\\_artifacts\\_to\\_foster\\_historical\\_inquiry.pdf](https://www.learnalberta.ca/content/sspp/html/pdf/using_artifacts_to_foster_historical_inquiry.pdf)

Fountas, I. C. & Pinnell, G. S. (2012). Guided Reading: The Romance and the Reality. *The Reading Teacher*, 66(4), 268-284. <https://doi.org/10.1002/TRTR.01123>

Friesen, S., & Jardine, D. (2010). New Times, New Ways. *ATA Magazine*, 91(1), 48-51. <https://www.teachers.ab.ca/News%20Room/ata%20magazine/Volume-91/Number-1/Pages/New-Times-New-Ways.aspx>

- Government of Alberta. (2021). Competency progressions. <https://curriculum.learnalberta.ca/cdn/progression-pdfs/Competency%20Progressions%20-%20EN.pdf>
- Government of Alberta. (2021). Literacy progressions. <https://curriculum.learnalberta.ca/cdn/progression-pdfs/Literacy%20Progressions%20-%20EN.pdf>
- Government of Alberta. (2021). Numeracy progressions. <https://curriculum.learnalberta.ca/cdn/progression-pdfs/Numeracy%20Progressions%20-%20EN.pdf>
- Government of Alberta. (2022). LearnAlberta. <https://curriculum.learnalberta.ca/home/en>
- Hill, J. (2021). Scaffolding literacy skills across the curriculum. [Video]. YouTube. <https://www.youtube.com/watch?v=VKj7GtuxA0U>
- Hill, J. (2021). Scaffolding numeracy skills across the curriculum. [Video]. YouTube. <https://www.youtube.com/watch?v=GmkAE-S4qsg&t=1191s>
- Kennedy Center Education. (2021). What is arts integration? <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>
- Kimmerer, R. (2013). In the Footsteps of Nanabozho: Becoming Indigenous to Place. In *Braiding sweetgrass : Indigenous wisdom, scientific knowledge and the teachings of plants*. Minneapolis, MN: Milkweed Editions. [https://ambrose.primo.exlibrisgroup.com/permalink/01UCALG\\_AMBROSE/g2lemd/alma991001504442804337](https://ambrose.primo.exlibrisgroup.com/permalink/01UCALG_AMBROSE/g2lemd/alma991001504442804337)
- Malaguzzi, L. [Centro Internazionale Loris Malaguzzi]. (2017, December 20). PIAZZA\_PIAZZE. [Video]. YouTube <https://www.youtube.com/watch?v=g65ZO7zbVKI>
- Martin, B. H. (2017). Teaching the arts as a second language: A school-wide policy approach to arts integration. *Arts Education Policy Review*, 118(2), 116–122. <https://doi.org/10.1080/10632913.2016.1160261>
- Martin, B. H., & Colp, S. M. (2022). Art Making Promotes Mental Health: A Solution for Schools That Time Forgot. *Canadian Journal of Education/Revue Canadienne De l'éducation*, 45(1), 156–183. <https://doi.org/10.53967/cje-rce.v45i1.5017>
- Moore, S. (2019). Backwards Design: A great way to move forward! <https://www.youtube.com/watch?v=mLKHaNo98Ts>
- Quinn, E. (2018, July 9). Making sense of curriculum, or how to design a year of learning. Creativity Collective. [http://www.creativitycollective.ca/2018/07/making-sense-of-curriculum-or-how-to.html?fbclid=IwAR2yjl4GjEfbQ6eX-tCDSQM1HVYLtp9pPYFn4IzUqazwIWbL\\_6QtE3PY](http://www.creativitycollective.ca/2018/07/making-sense-of-curriculum-or-how-to.html?fbclid=IwAR2yjl4GjEfbQ6eX-tCDSQM1HVYLtp9pPYFn4IzUqazwIWbL_6QtE3PY)
- Robb-Hagg, A. (2021). Building mathematical confidence: Using math talk in a second language context. *delta-K*, 56(1), 20-29. <https://www.mathteachers.ab.ca/2021/04/30/building-mathematical-confidence-using-math-talk-in-a-second-language-context/>
- The Museum Center for Learning. (2013, September 4). [The Museum Center for Learning]. Story Workshop: Preparation. [Video]. YouTube. <https://www.youtube.com/watch?v=FnxocAOoRRk>

Wiggins, Grant, and Jay McTighe. *Understanding by design*. Association for Supervision & Curriculum Development, 2005. ProQuest Ebook Central, [https://ambrose.primo.exlibrisgroup.com/permalink/01UCALG\\_AMBROSE/11105lv/alma991000405139704337](https://ambrose.primo.exlibrisgroup.com/permalink/01UCALG_AMBROSE/11105lv/alma991000405139704337)  
 \*Read Chapter 1, pp. 13-21.

## Course Schedule

The following is an outline of the course **it will be adapted** to meet the emerging needs and dynamics of the students in the course. The instructor will communicate an updated weekly schedule throughout the term in Google Classroom.

| Date   | Topic/Reading   | Reminder   |
|--|---|--|
| <p><b>Week One</b><br/>September 11 &amp; 12</p> <p>*Convocation<br/>Chapel – Sept. 12</p> | <p><i>What is curriculum? What are the possibilities? How do we make sense of curriculum? What is the relationship between curriculum, teaching, and learning? How do perspectives influence this?</i></p> <p>Welcome, Course Overview and Orientation to Course Resources<br/>         Preparing to Work in Groups: Professional Collaboration<br/>         Introduction to Curriculum Theory and Alberta’s Curriculum</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Alberta Education (2020). Guiding Framework.</li> <li>• Donald (2020). Homo economicus and forgetful curriculum: Remembering other ways to be a human being. [video].</li> <li>• Quinn (2018). Making sense of curriculum. [blog].</li> </ul> |  |
| <p><b>Week Two</b><br/>September 18 &amp; 19</p>   | <p><i>How do the disciplines live in the world? How might students learn from and draw on different disciplinary ways of thinking, knowing and being?</i></p> <p>Introduction to Living Discipline Photo Essay<br/>         Lesson Plan #1: I am Canada</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Farr Darling, Linda (2008). Using Artifacts to Foster Historical Inquiry.</li> <li>• Friesen &amp; Jardine (2010). New Times, New Ways.</li> <li>• Kimmerer (2013). In the Footsteps of Nanabozho: Becoming Indigenous to Place.</li> </ul>   | <p>Visual Synthesis #1<br/>(Individual)<br/>Sept.22)</p> |
| <p><b>Week Three</b><br/>September 25 &amp; 26</p> <p>*National Day for Truth and</p>      | <p><i>How might we design an engaging and meaningful sequence of teaching, learning, and assessment over the course of a lesson using the provincial curriculum?</i></p> <p>Lesson Plan #2: RVS Geographic</p>  |  |

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| <p><i>Reconciliation – Sept.30</i></p>  | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Alberta Regional Professional Consortium. (2021). (pp. 1-19)</li> <li>• Dixon, D., &amp; Worrell, F. (2016). Formative and summative assessment in the classroom.</li> <li>• Moore, S. (2019). Backwards Design: A great way to move forward!</li> <li>• Wiggins, G. P., &amp; McTighe, J. (2005). Backwards Design. (Chapter 1, pp. 13- 21).</li> </ul>   |   |
| <p><b>Week Four</b><br/>October 2 &amp; 3</p> <p><i>*Deeper Life Conference – October 4</i></p> | <p><i>What is literacy? Why is it important? What does it mean to have a balanced approach to literacy? What resources can support literacy? What does it mean to create an ethical space?</i></p> <p>Lesson Plan #3: Ripples of Change</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• ARPDC. (2022). Infusing Indigenous knowledge into curriculum.</li> <li>• Government of Alberta. (2021). Competency progressions.</li> <li>• Government of Alberta. (2021). Literacy progressions.</li> <li>• Hill (2021, video). Scaffolding literacy skills across the curriculum.</li> </ul> | <p>Visual Synthesis #2<br/>(Individual)<br/>Oct.6</p> |
| <p><b>Week Five</b><br/>October 9 &amp; 10</p> <p><i>*Thanksgiving – Oct.9 – no class</i></p>   | <p><i>What is literacy? Why is it important? What does it mean to have a balanced approach to literacy? What resources can support literacy?</i></p> <p>Lesson Plan #4: I love reading</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Fountas, I. C. &amp; Pinnell, G. S. (2012). Guided Reading: The Romance and the Reality.</li> </ul>   |   |
| <p><b>Week Six</b><br/>October 16 &amp; 17</p>  | <p><i>What is the role of the environment as a third teacher? What is land-based learning?</i></p> <p>Lesson Plan #5: Tin Forest</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Malaguzzi (2017). Piazza_Piazza. [Video].</li> <li>• The Museum Center for Learning (2013). Story Workshop: Preparation. [Video].</li> <li>• ARPDC. (2022). Infusing indigenous knowledge into curriculum: Land based learning. - <i>Watch Video: How to Call a Moose by Jason Bigcharles</i> [Video]</li> </ul>  | <p>Visual Synthesis #3<br/>(Group)<br/>Oct. 20</p>    |

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|--|---|---|
| <p><b>Week Seven</b><br/>October 23 &amp; 24</p>   | <p><i>What is numeracy? Why is it important? What does it mean to have a balanced approach to numeracy? What resources can support numeracy? What is scientific inquiry? What does it mean to think like a scientist?</i></p> <p>Lesson Plan #6: Eco-Inquiry</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Government of Alberta. Numeracy Progressions.</li> <li>• Hill (2021, video). Scaffolding numeracy skills across the curriculum</li> </ul>            | <p>Lesson Plan<br/>Portfolio Midterm<br/>Submission &amp; Self-<br/>Assessment<br/>Oct.27</p> |
| <p><b>Week Eight</b><br/>October 30 &amp; 31</p>   | <p><i>Teaching Mathematics, Developing Mathematics Identity and Building Mathematical Confidence</i></p> <p>Lesson Plan #7: Math needs a Makeover</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Allen, K. &amp; Schnell, K. (2016). Developing Mathematics Identity</li> <li>• Boaler, J. (2015, January 28). Fluency without Fear.</li> <li>• Robb-Hagg, A. (2021). Building mathematical confidence: Using math talk in a second language context.</li> </ul> | <p>Visual Synthesis #4<br/>(Group)<br/>Nov.3</p>  |
| <p><b>Week Nine</b><br/>November 6-10</p>          | <p><b>READING WEEK</b> (no classes)</p>   |   |
| <p><b>Week Ten</b><br/>November 13 &amp; 14</p>    | <p>Arts Integration</p> <p>Lesson Plan #8: Artist in Residence</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Kennedy Center Education. (2021). What is arts integration? [Website].</li> <li>• Martin, B. H. (2017). Teaching the arts as a second language: A school-wide policy approach to arts integration.</li> <li>• Martin, B. H., &amp; Colp, S. M. (2022). Art Making Promotes Mental Health: A Solution for Schools That Time Forgot.</li> </ul>      |   |
| <p><b>Week Eleven</b><br/>November 20 &amp; 21</p> | <p>Physical Education and Wellness</p> <p>Lesson Plan #9: Keep Your Mind Up!</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• ATA. (2009-2016). Creating a compassionate classroom. [Website].</li> <li>• Alberta Education. (2021). Social-emotional learning. [Website].</li> </ul>  |   |



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|   | <ul style="list-style-type: none"> <li>• Alberta Regional Professional Development Consortium. (2018). Mental health: Understanding for educators.</li> <li>• Martin, B. H., &amp; Colp, S. M. (2022). Art Making Promotes Mental Health: A Solution for Schools That Time Forgot.</li> </ul> |  |
| <b>Week Twelve</b><br>November 27 & 28  | Preparation for Exhibition  | Living Discipline<br>Photo Essay Draft<br>Nov.28                             |
| <b>Week Thirteen</b><br>December 4 & 5.   | Exhibition of Learning<br>Self-Assessment   | Lesson Plan<br>Portfolio Final<br>Submission & Self-<br>Assessment<br>Dec. 6 |
| <b>Week Fifteen</b><br>December 11<br><i>*Last day of classes<br/>– December 11</i> | Debrief Exhibition of Learning<br>Course Evaluations  | Living Discipline<br>Photo Essay<br>Dec.11                                   |

### Learning Tasks Overview

| Learning Task                    | Assigned as             | Outcome(s) | Due Date   |
|----------------------------------|-------------------------|------------|--|
| Visual Synthesis                 | <i>Individual/Group</i> | 1          | Sept. 22 (Individual), Oct. 6 (Individual),<br>Oct. 20 (Group), Nov. 3 (Group) |
| Lesson Plan Portfolio            | <i>Individual/Group</i> | 2, 3, 4    | Midterm Self-Assessment & Submission-<br>Oct. 27<br>Final Submission– Dec. 6   |
| Living Discipline Photo<br>Essay | <i>Individual</i>       | 3 & 4      | <i>Draft due: Nov.28</i><br>December 11  |

**Learning Task 1: Visual Synthesis** (individual/group)

You are asked to develop **four** visual syntheses to consolidate key ideas or arguments from weekly topics, class discussions, and activities and to share your understanding of these ideas relate to your emerging teaching practice. There are a variety of formats that can be selected for each visual synthesis such as infographics, videos with voice-overs, written reports with visuals. Each visual synthesis will build and demonstrate your understanding of Learning Outcome 1: “Reflect on curriculum theory in relation to emerging teacher practice”. The two visual syntheses will be completed individually, and the remaining two visual syntheses will be completed in a small group. Time and resources will be provided in class with your group members to work collaboratively towards completing the three visual syntheses as a group.

| <b>Visual Synthesis Topic</b>   | <b>Due Date</b>       |
|---|-----------------------|
| <b>Visual Synthesis #1</b> (Individual): <i>What is curriculum? What are the possibilities? How do we make sense of curriculum? How do perspectives influence this? How does your understanding of curriculum theory relate to your emerging teaching practice?</i>   | Sept. 22 (Individual) |
| <b>Visual Synthesis #2</b> (Individual): Living Disciplines – Social Studies, Science, Math, ELA<br><i>How do these disciplines live in the world? How might students learn from and draw on these different disciplinary ways of thinking, knowing and being? How does your understanding of living disciplines relate to your emerging teaching practice?</i> | Oct. 6 (Individual)   |
| <b>Visual Synthesis #3</b> (Group): Literacy<br><i>What is literacy? Why is it important? What does it mean to have a balanced approach to literacy? What resources can support literacy? How does your understanding of literacy relate to your emerging teaching practice?</i>  | Oct. 20 (Group)       |
| <b>Visual Synthesis #4</b> (Group): Numeracy<br><i>What is numeracy? Why is it important? What does it mean to have a balanced approach to numeracy? What resources can support numeracy? How does your understanding of numeracy relate to your emerging teaching practice?</i>  | Nov. 3 (Group)        |

## Learning Task 1 Visual Synthesis Criteria & Rubric

| Criteria  | Emerging<br>(B- to B)  | Progressing<br>(B+)   | Accomplished (A-)  | Mastery<br>(A to A+)  |
|---|--|---|--|---|
| <b>Reflect on curriculum theory in relation to emerging teacher practice.</b> | Student does not make any connections between the key ideas or arguments and their emerging teaching practice.                 | Student makes some connections between the key ideas or arguments and their emerging teaching practice, but they are not fully developed. | Student makes clear connections between the key ideas or arguments and their emerging teaching practice, demonstrating an understanding of how these ideas apply to their future teaching. | Student makes insightful and original connections between the key ideas or arguments from course readings and discussions and their emerging teaching practice. They demonstrate a sophisticated understanding of how these ideas apply to their future teaching. |
| <b>Quality of Visual Synthesis</b>  | The ideas are unclear, and the visuals are either not included or disorganized; the synthesis is lacking an overall structure. | The ideas are expressed and includes visuals and a somewhat organized structure.  | The ideas are clearly expressed and includes visual elements and an organized structure.   | The composition of images and text is succinct and well organized, including explicit headings, informative and relevant visuals, compelling opening, and conclusion that summarizes in a powerful way.   |

## Learning Task 2: Lesson Plan Portfolio

Midterm Self-Assessment & Submission- Oct. 27; Final Submission– Dec. 6

Working in individually and in small groups you are asked to design nine lesson plans throughout the term. You will be provided with class time to work with your group and will use a lesson planning template. Each lesson plan will be inspired by a unit concept, a classroom context, and the needs and interests of students. To this end, we draw upon inspirations to set the stage for your planning. In your lesson plans you will connect to the Alberta curriculum and design for formative assessment to guide teaching and learning.

### LT 2 Criteria and Rubric (Learning Outcomes: 2, 3 & 4)

| Criteria                                 | Emerging<br>(B- to B)   | Progressing<br>(B+)  | Accomplished<br>(A-)  | Mastery<br>(A to A+)   |
|--|---|--|---|--|
| <b>Use of Alberta Programs of Study</b>  | The lesson plan does not connect to the applicable program of study or show alignment between the lesson objective and the learning outcomes. The connection between the two may be completely absent or not addressed adequately.  | The lesson plan inconsistently connects to the applicable program of study, and the alignment between the lesson objective and the learning outcomes is unclear.   | The lesson plan connects to the applicable program of study with some alignment between the lesson objective and the learning outcomes. The connection may lack clarity or may not be evident throughout the lesson plan.   | Lesson plan explicitly connects to the applicable program of study with clear alignment between the lesson objective and the learning outcomes.  |
| <b>Inclusion of Formative Assessment</b> | Lesson plans do not offer opportunities for students to receive formative feedback or show how feedback informs instructional decisions. The connection between formative assessment and learning outcomes is not established. Lesson design demonstrates a limited understanding of triangulation of evidence. | Lesson plans provide limited opportunities for students to receive formative feedback, and the indication of how feedback informs instructional decisions is not consistently clear. The link between formative assessment and learning outcomes lacks clarity. Lesson design demonstrates a basic understanding of triangulation of evidence. | Lesson plans provides opportunities for students to receive formative feedback and indicates how this will inform instructional decisions. Formative assessment is clearly linked to learning outcomes. Lesson design demonstrates a strong understanding of triangulation of evidence through the collection of observations, conversations, and products. | Lesson plans provide multiple and varied opportunities for students to receive timely and targeted formative feedback. The connection between feedback and instructional decisions is clearly articulated. Formative assessment is thoughtfully and consistently linked to learning outcomes. Lesson design highlights a sophisticated understanding of triangulation of evidence through the collection of observations, conversations, and products. |

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|--|--|---|--|---|
| <b>Incorporation of UDL principles</b>   | The lesson plan does not incorporate any UDL principles. Scaffolding steps do not consider the diverse learning needs of students.   | The lesson plan incorporates UDL principles, but they are not clearly identified or applied. Scaffolding steps have been attempted.   | The lesson plan incorporates UDL principles, and they are clearly identified and applied to enhance student learning.  | The lesson plan incorporates UDL principles, and they are expertly identified and applied to create a highly engaging and accessible learning experience for all students.  |
| <b>Understand and apply the connection between individual lessons, units of study, and learner outcomes.</b>     | Lessons are activity focused and are not meaningfully connected to the sequence of the unit, classroom inspiration, or the front matter skills and attitudes                                     | Lessons fulfill a specific step needed in the development of the unit. Lesson has been loosely connected to front matter skills and attitudes.  | Lessons connect to the unit plan and classroom inspiration. The design connects to previous learning with some scaffolding towards the big ideas. The student learning tasks are connected to the front matter skills and attitudes. | Lessons are well situated within the context of the unit plan and classroom inspiration. The design leverages the learning that has occurred previously in the unit and provides essential scaffolding towards the big ideas. The front matter skills and attitudes are embodied in the student learning tasks. |
| <b>Identify and apply connections between the programs of study, students' lives and the living disciplines.</b> | Learning designs are somewhat connected to the program of studies with an emphasis on subject area content linked to disciplinary expertise. Lessons likely will not sustain student engagement. | Lesson designs are connected to the program of studies and focused on related subject area content but offer minimal opportunities for students to mirror the work of the discipline or make connections between the PoS and their lives. | Learning designs draw upon the front matter of the programs of study to provoke inquiry and build disciplinary skills. The lessons are interactive and connect to student's past experiences and interests.                          | Learning designs draw upon the front matter of the programs of study to engage students in doing work that requires them to mirror the work of the discipline. Lessons are explicitly designed to engage students in meaningful work.   |

### Learning Task 3: Living Discipline Photo Essay

*Draft due: Nov.28; Final Submission due: December 11*

You are asked to create a photo essay to illustrate a front matter of an Alberta program of study. The goal of the essay will be to tell a story of what the program of study from a subject area of your choosing points to as a vision for student learning (For example: What matters in Science Education?). Your photos and text should make visible the distinct ways of thinking about and acting in the world that the discipline embodies. You will connect this vision to the living discipline and open possibilities for student learning. This will mean situating your exploration of the discipline through a particular real-world topic, curriculum entry point and grade level for student exploration (For example: You might take up the question of What matters in Science Education through the phenomenon of space exploration situated in the grade six science curriculum unit - Sky Science). Your essay should feature a topic that points to real problems, issues, questions, or ideas that are of real concern and central to the discipline, connected to the curriculum outcomes, to the students, and to the broader community outside of school. The essay should include a pitch that launches the topic with a provocation and questions to spark student interest and inquiry. The essay will introduce ways of thinking,

working, and experiences that will drive the inquiry. Your essay will feature photographs and text annotations. You may choose to take the photographs yourself or source them from the internet. Your essay should be between 10 and 20 slides.

### LT3 Criteria and Rubric

| Criteria   | Emerging<br>(B- to B)  | Progressing<br>(B+)  | Accomplished<br>(A-)   | Mastery<br>(A to A+)  |
|--|--|--|--|---|
| <b>Understand and apply the connection between individual lessons, units of study, and learner outcomes.</b>     | A real-world topic, curriculum entry point and/or grade level have not been addressed or connected.  | A real-world topic curriculum entry point and grade level have been selected and is somewhat connected.  | Situated within the context of a real-world topic, curriculum entry point and grade level for student exploration with meaningful connections.   | Expertly situated within the context of a real-world topic, with a well-aligned curriculum entry point and grade level for student exploration. The connections are insightful and clearly articulated.     |
| <b>Identify and apply connections between the programs of study, students' lives and the living disciplines.</b> | Connections are not made to the front matter but are focused on subject area content and/or learning outcomes linked to disciplinary expertise.<br><br>Likely will not sustain student engagement. | Connections to the front matter are somewhat made with an emphasis on students developing skills important to disciplinary experts.<br><br>Connects to students' past experiences and interests. | Draws on the front matter of the program of studies to engage students in doing a variety of tasks (labs, activities, projects) to explore relevant topics and connect to student's prior experiences and interests. | Draws the front matter of the programs of study to engage students in doing work that requires them to mirror the work of the discipline.<br><br>Explicitly designed to engage students in meaningful work. |

## Assessment and Grading Summary

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

### Grade Summary

The available letters for course grades are as follows:

|      |  |
|------|--|
| A+   | Mastery through synthesis or analysis of complex ideas           |
| A    | Mastery through extensions or contextualization of complex ideas |
| A-   | Accomplished through connecting complex ideas                    |
| B+   | Progressing through summarization of complex ideas               |
| B    | Emerging through simplification of complex ideas                 |
| B-   | Basic through the recitation of simplified ideas                 |
| C+ > | Beginning due to incomplete or missing communication of ideas    |

### Assessment achievement criteria description:

Students tend to be concerned with their grade, while we tend to be more concerned with their learning - Dr Decker Raynak

A- to A+ requires thoughtful reflection on the overall significance of topics and their application. Exploration of course readings, the inclusion of independently sourced research and resources, and connections between CDPD, FE, LTA, and SCMP is evident for this level.

**A+ (Critically Analyzing):** the task has been taken up with **complexity**, drawing on **research, experience, dialogue and conversations** with peers and colleagues relating to curriculum development and program development and demonstrates these **various contributions** from other course work. The content of the task demonstrates insights, critical questioning, drawing on multiple perspectives. Where applicable, **creativity** in presenting information is included, 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. **Reimagining learning designs** through the lens of curriculum, relationships, society, and ethical responsibilities to all students that is embedded in a teacher's decisions is evident in the task. (4.0)

**A (Contextualizing/Extending):** 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 relating to curriculum development and program development. **New sources of information** have been incorporated to enhance multiple perspectives. 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 of learning and teacher practices and beliefs are **explored in a nuanced** way that demonstrate a willingness to critically examine student experiences in one's classroom. **Reimagining learning designs** through the lens of teacher role and responsibility through curriculum, relationships, society, and/or ethical responsibilities to all students is evident in portions of the task. (4.0)

**A- (Connecting):** *Accomplished* 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 some are completed very well. There is **evidence of critical thinking** and the **exploration possible tensions** between theory, practice, and their **impact on all students**. There is evidence of thinking about student experiences, however they tend to be **more superficial or remedial**. More complex thinking about learning designs and the ways various theories of learning and implemented is often **provoked through feedback** rather than through independent sourcing of new resources or external stories. (3.7)

**B- to B+** indicates the task has been fulfilled with most requirements met to varying degrees of proficiency. The content may be limited to what was shared in class, may lack reflection on the impact of learning designs on students and/or society, or may be limited in its consideration of research.

**B+(Summarizing):** 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, learning design, and student needs **reflect common learning designs but are limited** to prior experiences and anecdotally formed biases with **little critical reflection and exploration of the impact** on students and beyond. The assignments contain ideas that are **reproductions** of observations that with **some critical thinking or creativity** in how they might be modified to address unique contexts, students, or pedagogy. There is **minimal examination of the links** between coursework over the prior courses, field experience, the education system, and the impact on society. (3.3)

**B (Simplifying):** the task **fulfills the requirements** of the assignment but **does so on a superficial level**. Content discussed in class is included, but there is **minimal engagement with various perspectives** or resources. The connections being made to learning, learning design, and student needs are **superficial and lack meaning** in learning designs. The assignments contain ideas that are reproductions of observations that **lack critical thinking** or creativity in how they might be modified to address unique contexts, students, or pedagogy. Adequate evidence of outcomes indicates **limited connections between the course content, other coursework** or to one's own experience and the **impact a teacher has** on students, curriculum choices, school communities, and society. (3.0)

**B- (Reciting):** the task meets some of the requirements of the task but is **incomplete or lacking organization**. Content discussed has made **minimal connection** between class topics and/or readings in a classroom setting. There is minimal to no reference to research, the relevance or impact of learning designs on student experiences, or connections to other coursework. (2.7)

**C+ or lower** indicates the student has not demonstrated the required outcomes of the task or has not submitted evidence of the outcomes. Because of the need to achieve a 2.7/B- in CDPD 500 for placement in CDPD 600, a student cannot pass the course with a task that has been assessed C or below and will be placed on a Notice of Concern.

**Cs or lower (Incomplete)** 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 **minimal exploration of the impact** a teacher has on students, curriculum choices, school communities, and society. 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. (0.0-2.3)

#### **Additional Note:**

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.*



## Scaffolding Feedback, Resubmissions, Attendance, and Group Work

**Scaffolding:** Scaffolding and feedback are an integral and core practice in supporting learners develop understanding and the ability to apply knowledge to teaching and learning contexts. You will be provided with feedback on an ongoing basis throughout the course. This feedback will attend to how well you are demonstrating the outcomes, your organizational skills, as well as professional skills that are relevant to the teaching profession and the expectations of the Ambrose Bachelor of Education Program.

Scaffolding can occur in a variety of ways. For example, your instructor may model how to break down an assignment into personally manageable tasks that can be applied to future learning tasks, provide strategic questions to deepen thinking and make connections, and facilitate critical feedback from friends within your cohort. Because assignments in CDPD require reflection, application, and contextual decision-making, personal sense-making is highly valued in the assignments. When evaluating work that has been scaffolded or re-submitted for re-evaluation, assessment will be limited to/focused on a shift of ownership of thinking to the student. The purpose of feedback and scaffolding is to deepen thinking and not just improve a grade. Students must take feedback and indicate how they are applying it, reflecting on it, and understanding it differently in a resubmitted assignment. Students must make it visible how they are rethinking the content. Content that is taken from the instructor without contextualizing the new idea in their own thinking will not be considered in a re-assessment.

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

**Attendance:** It is the expectation that all students will attend class and be on time. Please inform me if you know you will be away. Students are responsible for their own learning and are required to remain current with all information covered during class and to submit assignments in a timely manner so please connect with a peer to catch up on missing content. Because much of the learning and sensemaking in our program is dialogic and through praxis, more than 2 lates and/or absences or repeated missed deadlines will result in a mandatory meeting to determine your plan to be present and to attend to all missing material. An inability to attend class or deadlines may result in a pause in your program and a delay in enrolment in FE 600.

**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.

## Diversity Statement

It is my intent to strive for a more equitable curriculum and that this course and my pedagogical approaches affirm diversity so that students from all diverse backgrounds and perspectives feel a sense of belonging. The diversity that students bring to class will be viewed as a strength and benefit to the learning environment. I am committed to creating a compassionate learning environment where students feel safe, respected, heard, and challenged. Your suggestions are encouraged and appreciated so please let me know if there are ways to improve this course for you personally or for other students.

## Ambrose University Important Policies & Procedures:

### Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

### Withdrawal From a Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](http://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

### Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

### Standards of Behaviour in the Classroom Setting

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

### Academic Integrity

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

deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

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

### Privacy

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

## Academic Success and Supports

### Accessibility Services

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

### Ambrose Writing Services

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

### Ambrose Tutoring Services

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

### Mental Health Support

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

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](http://ambrose.edu/counselling)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

#### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

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

