



Course ID:	Course Title:	Winter 2024
CDPD 700 - 02	Synthesis of Principles and Practices in Curriculum Design and Program Development	Prerequisite: CDPD 600; FE 700
		Credits: 6

Class Information		Instructor Information		Important Dates	
Days/Room:	RE 132	Email:	Patricia.Nameth@ambrose.edu	Second Year Classes Begin:	February 26, 2024
Monday	12:30 – 3:15	Phone:	Cell # - 780-713-5941	Last Day to Add/Drop for First Year Classes:	*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.
Tuesday	12:30 – 3:15	Office:	Res Ed		
Wednesday	12:45 – 3:30	Office Hours:	By appointment		
Thursday	12:30 – 3:15				
				Last Day of Classes:	April 11, 2024

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>.

Course Description

How do teachers create and nurture a narrative of curriculum within authentic partnerships? Using this question as a frame, students will consolidate and integrate knowledge about curriculum design and program developments drawn from CDPD500 and 600 and apply learning theory from LTA600 to design and present a comprehensive framework for learning that encompasses school, home and community over a whole year with an emphasis on literacy.

This course provides students with an opportunity to inquire into and then consider how to integrate their understanding of curriculum and learning theory in application to rapidly changing family, school and neighbourhood communities and in rapidly changing cultural and socio-political contexts. Students will imagine their narrative of teaching including curriculum as planned and curriculum as lived over the course of a year considering whose voices are

heard and whose voices are silenced.

Teacher Quality Standards Addressed

- Fostering Effective Relationships;
- Engaging in Career Long Learning;
- Demonstrating a Professional Body of Knowledge;
- Applying Foundational Knowledge about First Nations, Metis, and Inuit;
- Adhering to Legal Frameworks and Policies.

Program Requirements

Canadian Studies addressed as:

Gender Issues 3 hours

Literacy 15 hours

Diversity in Canadian classrooms 6 hours

Expected Learning Outcomes

- Synthesize the attributes of the culture of a school enacted through a literacy framework
- Understand ways that empathetic school, family, and community engagement can enhance the educational success of all students;
- Apply theories and models related to curriculum design and program development in literacy

Professional Expectations

Demonstrate the essential dispositions that characterize a **professional educator** from the Ambrose University Bachelor of Education program. **You are expected to attend every class**, please be on time. Submit assignments on or before the due date. Complete the readings. Engage in class discussions and activities. Act in the same manner that would be expected of you in the profession of teaching. You will be asked to take up our time together and the readings through a commonplace book and in class discussion. Our physical presence is required- yes, attendance is mandatory...

- Take ownership of your learning and professional journey.
- Treat your peers as professional colleagues.
- **Submit assignments on time.**
- Address issues, conflicts, and differences of opinion promptly and professionally.
- **Attend all required classes and contribute to discussions, activities, and collaborations.**
- Conduct personal business (texting, Facebook/Instagram, phone calls, online shopping, hobbies ...etc.) outside of the classroom.
- Challenge your own assumptions, identify biases, consider other perspectives, and think creatively.
- Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, personal ideas journal, library. etc.)
- Find ways to add value to your cohort and your program.

Textbooks and Resources:

- All articles and readings are posted on Moodle; some are also referenced in the course schedule. See Moodle for the complete listing.

Course Schedule

Topics & Dates	Dates	Topics	Readings
Week 1 Feb. 26 – 29 First Impressions Environmental Footprint	Feb 26-27	Setting up the course context	<ul style="list-style-type: none"> • van Manen, “The Epistemology of Reflective Practice” • Wheatley, “Partnering with Confusion and Uncertainty” • King, “You’ll Never Believe What Happened” is Always a Great Way to Start” • Grumet, “Where Does the World Go When Schooling is about Schooling?” • Martens and Harding, “Almost a teacher: Considering Curriculum in the Liminal Space.”
	Feb 28	First Impressions/Re-Imagining Learning Spaces	SRG on <ul style="list-style-type: none"> • Seeing Yourself on the Walls – Reading on Moodle • “Re-Imagining Learning Spaces in Uncertain Times”
	Feb 29	Communicating with Parents <ul style="list-style-type: none"> • What are your beliefs about family engagement? • How have your experiences influenced these beliefs? • Who are our partners in collaboration? • Why do we want to engage others in schools? • Thinking about the communication tools available to you: <ul style="list-style-type: none"> -How will you introduce yourself to parents? -What information is important? -What will you need to consider to ensure the greatest level of engagement? 	
Week 2 March 4 - 7 Vulnerable Learners Stressors and Complications	March 4	Whose Voices are Heard? Silenced? Vulnerable Learners	SRG on The Danger of the Single Story” https://www.youtube.com/watch?v=D9Ihs241zeg
	March 5	Vulnerable Learners	Jigsaw: <ul style="list-style-type: none"> • Compassionate classroom • Promoting Positive Body Image -A Guide for

Commonplace Book Entries Due March 8			Adults and Gender Aggression <ul style="list-style-type: none"> • Gender Identity and Gender Experience in Schools • Supporting Transgender and Transsexual Students
	March 6	Vulnerable Learners Poverty	Guest: Derek Cook, Director, Canadian Poverty Institute <ul style="list-style-type: none"> • http://enoughforall.ca/poverty-and-the-law/#/
	March 7	School wide Wellness Approaches	
Week 3 March 11-14 Difficult Conversations Assessment	March 11	How do you navigate difficult situations? How do we understand and manage conflict?	SRG on Fierce-Conversations-Book-Summary.pdf
	March 12	Role Plays	
	March 13 - 14	Assessment – gathering, reporting and communicating student learning	SRG on <ul style="list-style-type: none"> • Inside the Black Box: Raising Standards Through Classroom Assessment “Engineering Effective Discussion, Tasks, and Activities that Elicit Evidence of Learning”-D. Wiliam
Week 4 March 18 - 21 Connecting Learners, Curriculum and Assessment with Literacy Commonplace Book Entries Due March 22	March 18	Introduction to concept based teaching	SRG on... (everyone watches both (<10 minutes) What is Transfer of Learning Conceptual Understanding and Learning Transfer https://www.youtube.com/watch?v=jdXH53EorFo Julie Stern What is Conceptual Understanding https://www.youtube.com/watch?v=k4DeP9v9JPY
	March 19	Architecture 101 Guests : Wanda Dechant and Kim Tackaberry, Calgary Regional Consortium	https://curriculum.learnalberta.ca/home/en
	March 20	Application of concept based teaching	SRG on... (everyone watches all three (<20 minutes) What is Transfer of Learning https://www.youtube.com/watch?v=N8Qfkt8L9lo The Structure of Knowledge and Process

			https://www.youtube.com/watch?v=zve6jDonF6g Julie Stern Learning that Transfers https://www.youtube.com/watch?v=-f-iZAYC-yg Julie Stern Getting Started with Learning Transfer (Samples) https://www.youtube.com/watch?v=ZHEWnYU1Q5w&list=PLCx2QTdsWzARSlAaMBWlmlPMM5paHTGGa
	March 21	Literacy and numeracy outdoors Guests : Wanda Dechant and Kim Tackaberry, Calgary Regional Consortium	<p>Environmental footprint, external agencies, consider how you will organize your final project</p>
Week 5 March 25 – 28 Understanding literacy Reading NO CLASS March 26 th -ARC	March 25, 27, 28	Understanding literacy Reading Comprehensive Literacy Planning Supporting English as an Additional Language Learners	Jigsaw Five Pillars of Reading Instruction https://www.edmentum.com/articles/the-five-pillars-of-reading/ Reading Skills at various ages https://www.understood.org/en/articles/reading-skills-what-to-expect-at-different-ages Reading Map of Development https://arpcresources.ca/resources/first_steps_in_literacy/documents/reading-map-of-development.pdf First Steps Reading Coursebook https://www.arpcresources.ca/resources/first_steps_in_literacy/documents/reading-course-book.pdf Comprehensive Literacy Guides https://arpcresources.ca/consortia/comprehensive-literacy-guides-k-6/ <ul style="list-style-type: none"> • Alberta Regional Consortia https://arpcresources.ca/consortia/comprehensive-literacy-guides-k-6/ • RVS Year Plan • K-12_LiteracyNumeracyFramework_v2_Two week reading task • “The Science of Reading”- https://youtu.be/cnkJ6VvDr2M

			<ul style="list-style-type: none"> • “The Simple View of Reading”- https://youtu.be/BhpHr3SC7hk
Week 6 April 2-4 Final Commonplace Entries with Synthesis due April 6	April 2	Understanding writing Setting the Stage for an environment of writing Guest: Gail Sidonie Šobat – Youth Writes	Introduction to writing
	April 3	Understanding writing	Writing Map of Development https://arpdcresources.ca/resources/first_steps_in_literacy/documents/writing-map-of-development.pdf First Steps Writing Coursebook https://www.arpdcresources.ca/resources/first_steps_in_literacy/documents/writing-course-book.pdf
	April 4	Understanding writing	Strategies to support reluctant writers https://www.edutopia.org/article/3-strategies-support-reluctant-writers/
Week 7 No Classes April 8 -11	April 8	Year Plan is due	
	April 9	Send video link to LTA instructor-see Moodle for details	
	April 10	Presentation Planning	
	April 11	Portfolio Presentations	See Moodle for information

Assessment:

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 feedback in an ongoing basis through 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 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. In essence, 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.

Students will utilize feedback from the rubric and the final assessment will be based on the evidence of growth throughout the submissions. **All submissions must be received.**

An explicit aspect of CPDP 700 is to unsettle your understanding of curriculum, teaching and learning. CPDP will intentionally disturb the conceptions of schooling that have been developed over the previous three practica and provoke you to thinking deeper. The goal is **Phronesis**, which leads to richer, more complex thinking and creating enabling you to make good judgements about what is the right thing to do in a situation. This class seeks to have you reflect on your philosophy and reject the existence of one single correct answer.

Required Assignments:

Commonplace Book	40% Due March 10, March 24, April 7 and Synthesis April 7
Year Plan	40% Due April 8
Living Exhibition Portfolio	20% Due April 11

Assessment #1- The Commonplace Book (40%)

The **weekly** reflective activity will be a way to summarize your readings, classroom experiences and applications, allowing new questions and ways of thinking to surface. Schon (1983, 1990) suggests that initially, two types of reflection exist: *reflection-on-action* and *reflection-in-action*. Both are reactive. A third type of reflection, ***reflection-for-action***, is the desired outcome of both previous types of reflection.

The Philosophical Mind. The philosophical perspective of reflective thinking recalls Dewey's description: "Reflective thinking requires the *continual evaluation* of beliefs, assumptions, and hypotheses against existing data and against other plausible interpretations of the data" (King and Kitchener, 1994, p.7). An individual engages in reflective thinking to "perceive the state of her own mind." Richard Paul notes that as opposed to reflective thinking the philosophical mind:

- routinely **probes the foundations of its own thought**, realizes that its thinking is defined by basic concepts, aims, assumptions, and values.
- gives **serious consideration to alternative and competing concepts**, aims, assumptions, and values, enters empathetically into thinking fundamentally different from its own, and does not confuse its thinking with reality.
- gains foundational self-command, and **is comfortable when problems cross disciplines**, domains, and frameworks.
- habitually **probes the basic principles and concepts** that lie behind standard methods, rules, and procedures.
- **recognizes the need to refine and improve** the systems, concepts, and methods it uses and does not simply conform to them.
- values **gaining command over its own fundamental modes of thinking**.

(Paul, 1990, p. 448)

Writing as a way to process the notions of reflectivity is an essential activity for reflective students. The commonplace book allows for a place to record our own thoughts as we interact with the texts and each other. The purpose of the commonplace book is to better understand ourselves and our questions about the art and science of teaching.

The Commonplace Book: The idea of a commonplace book according to Dr. Hans Smits, (University of Calgary), is an ancient one. Derived originally from the Latin, *locus communis*—literally what is common in our lived spaces—and from the Greek, *koinos topos*—"general theme," a commonplace book allows us to record our questions, comments,

connections, problems and ideas about what we are reading about and discussing with one another in class. It is a provocative place that opens up possibilities of seeing ourselves and our classrooms, differently.

The expectations for the commonplace book are simple: **to write in response to the texts and readings that are assigned each week and submit on the dates indicated. You will utilize some form of Structured Reading Groups each week and incorporate your group’s discussion in your entries along with your own.**

In responding to the text, do not summarize the key ideas **but rather write about how you are connecting the ideas in the text to your work, experience, other reading/discussion that is happening in this or alternate course, school-life, etc.**

Some sample questions that you might consider:

- What does the reading evoke for you? How is connecting to discussions or experiences at your schools?
- What are the questions that arise as a result of the reading?
- How do you relate to the readings as a result of your own experiences and understandings?
- What interests you? Challenges your thinking?
- How would you consider utilizing the ideas presented in the text in your classroom? In your school? Do you see evidence of the key principles in your classroom or other classrooms?
- How are you taking up the text as an almost teacher?
- How have class discussions pushed your thinking? How might you have shifted your perspectives? How have others shifted your perspectives?

This is not an exhaustive list and these are only guidelines. Reflect on your entries and look for connections with what is happening in your school, in the news, in discussions with colleagues and classmates. You will be using what you are writing about in our class discussions.

In addition to completing an entry per week, there will be a **final synthesis of learning** (Two-Three pages) where you will look back on what you have been writing about and look for key ideas, resurfacing notions, etc. This will be handed in as a part of your final entry. This might also serve as a way to organize your ideas for your Living Portfolio...

Commonplace Book-10% PER submission

You might consider the synthesis as a place to develop your Living Portfolio as well as your personal philosophy statement from SCMP 700 as it allows you to consider how you have taken up curriculum over the course.)

Criteria	Needs Improvement (consult with instructor and develop a plan for improvement)	Acceptable	Exemplary
Competence and Commitment	Entries are not done or partially prepared; few connections to personal or work related examples. Writes only about what is discussed in class with no extensions.	Entries are done but are summaries of articles, discussions rather than new insights. No citations of materials discussed. Some questions asked but not explored.	Consistently prepared entries with appropriate citations of articles, etc. Provides knowledge and insights from group discussions and other experiences. Asks and explores questions beyond classroom discussion. The self-reflection was thoughtful and showed insight and future

			implementations.
Care	Contributes no insight from reflection on personal experience related to content of assignment.	Contributes some insight from reflection on personal experience related to content of assignment.	Consistently contributes insightful examples of personal experiences of the relationship of theory to practice. Final synthesis shows evidence of acting on feedback.

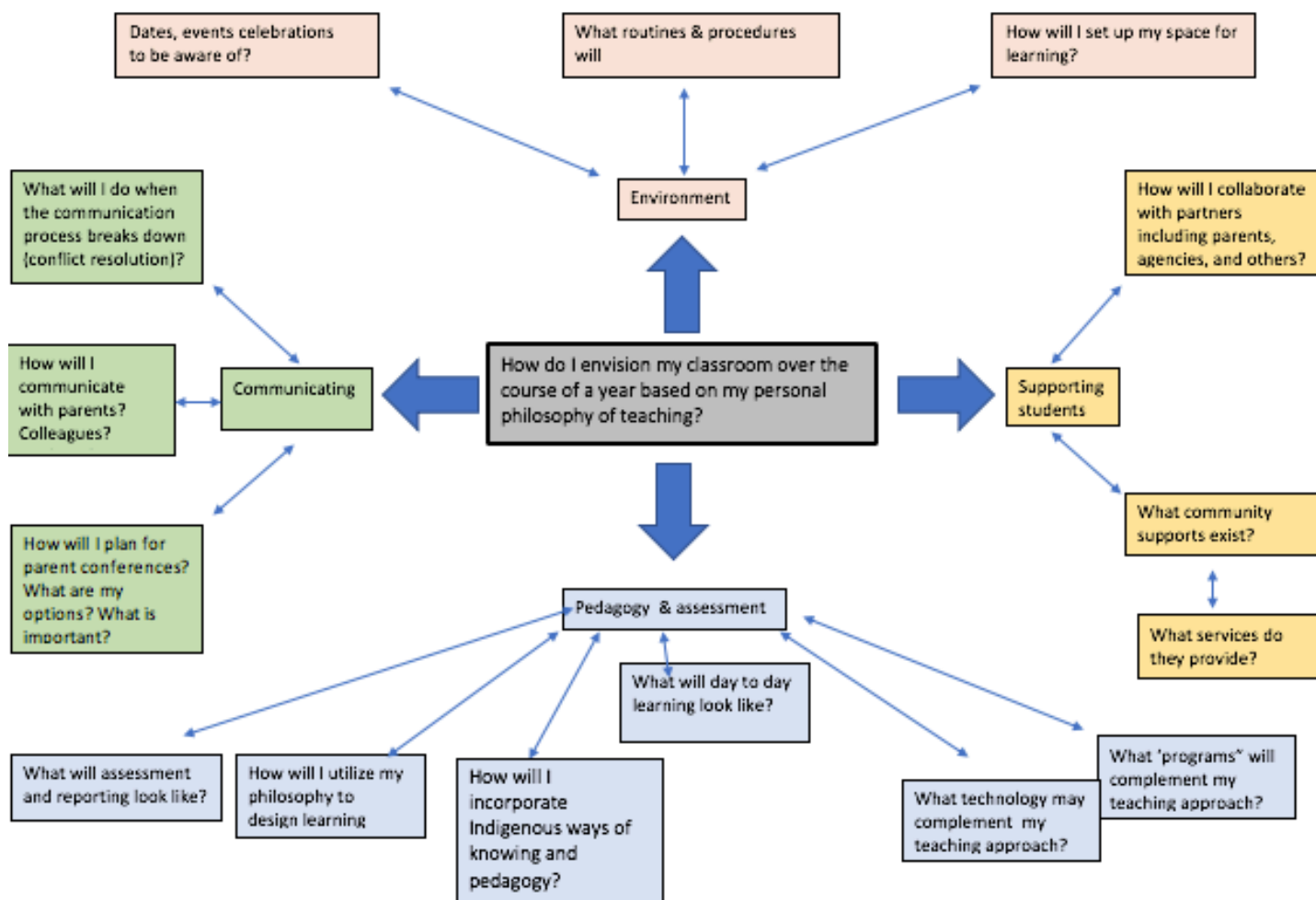
Assessment #3: Year Overview Plan- 40% due April 8th

Connections to Teacher Quality Standard:

- Demonstrating a Professional Body of Knowledge;
- Applying Foundational Knowledge about First Nations, Metis, and Inuit;

You will be creating a resource made up of several parts that will address the following components. This will be an important artifact to include in your living exhibition portfolio. The format is up to you- it can be a webpage like www.weebly.com, www.wixsite.com or a collection of hard-copy documents or combination thereof.

Four Strands of CDPD 700



Components of the Year Overview:

In order to complete the plan in a reasonable, timely fashion, you cannot leave all components to the end. A timeline is provided in Moodle. You should get feedback from me on each section as it is completed (Again- see timeline) so that any issues can be addressed immediately. Students who choose not to do so will not be given opportunities for revision if everything is handed in at the end.

Communication Plan:

One of the tasks that a teacher needs to consider prior to students and families arriving in September is deciding how they will purposefully develop relationships and communicate with them. You will develop your own plan using the five strategies outlined from the variety of readings in Moodle. What are your communication tools? When and how will you utilize these tools? What do you think parents need to know? How will you know you are successful?

Environment Footprint:

Consider the physical layout of your classroom. How will you envision seating? Organization? Displays? Etc. as you take into account the student interests, needs and abilities in conjunction with your educational philosophy. Include an image, drawing, etc. of your plan with a brief description that defends your choices.

Calendar:

Create a calendar document, webpage, etc. that will have all important dates of events, activities, reporting, etc. that can occur across a year. You will be utilizing this document as you consider setting up curriculum and program choices as they relate to communicating learning with parents, ie: conferences, report cards, celebrations of learning, etc.

Curriculum Overview:

You are required to design a plan that **guides your instructional decisions based on reporting** of ELAL taught over the entire year. **The only part of the plan that you will do as a pair is the Interpretation of the Curriculum. All else is done independently.**

You have K-3 examples as shared by the CRC:

<https://drive.google.com/drive/folders/1vhDIGICTa40-KHDTFxEDokBbGbjvDk6p>

Now, with a partner, you will use the samples to create an ELAL year plan for grades 4-6. You will indicate your own thinking using a different color text. Remember, you are using it as a vehicle to demonstrate your synthesis of curriculum and assessment over the past two years.

Your plan must include **evidence** that you can:

- Interpret the Organizing Ideas, Guiding Questions, Learning Outcomes and KUSP’s from the Curriculum.
- Using the grade template that you wish (it can be K-6, please reference and include it in the plan), choose appropriate instructional approaches and models for the context, developmental stage and needs of students.
- Utilize technology to enhance learning and integrate 21C competencies.
- Include a cross-curricular idea- feel free to use any of your group slides from the CRC presentation.
- Incorporate indigenous ways of knowing that is grade-appropriate and meaningful.
- Include ideas from UFLI, Reading Rockets, Minds-Up, Daily 5, Six Write Traits, Gear, etc. that will support and enhance instruction such as with a rationale that aligns to your teaching philosophy and vision for literacy. You don’t need to flesh out every LO, just include how you envision these supporting learning throughout the year.
- Embed formative and summative assessments that is appropriate to the grade you are teaching. Include the forms of documentation that you see yourself gathering and maintaining with connections to formal and informal reporting.
- Include parents and community partners. Do some research on the agencies that can support your work in schools including Calgary Reads, CPS programs, Child Advocacy, etc.

The Year in Review provides evidence that you are able to...	Below 50%	At (60-70%)	Exceeds (80-100%)
Create a comprehensive communication plan using the Epstein framework.	Incomplete or missing components	Some information is provided but lacks detail	Parents have a clear understanding or your expectations
Create an environmental footprint of your classroom	Incomplete or missing components	Classroom is minimally described	Picture perfect! Rich, thorough description- we are there!
Interpret the Organizing Ideas, Guiding Questions, Learning Outcomes, and KUSP’s	Incomplete or missing	Outcomes are present but	Outcomes are presented with detail

	components	without detail; minimal	
Describe approaches and tasks that you envision your students doing? Choose appropriate instructional approaches and models for the context, developmental stage and needs of students. What programs or will support your vision? Why these?	Incomplete or missing components	Description is present without depth or detail; minimal	Description is present and connected to instructional choices in depth and detail
Meaningfully leverage technology effectively and integrate 21C competencies to support and enhance instruction and learning.	No technology is used	Technology is minimally addressed	Technology is present and connected to the learning
Explain your cross-curricular slide and how you might include other opportunities.	There are no cross-curricular connections	Some cross-curricular learning is presented	Cross-curricular learning is evident and meaningfully connected
Incorporate indigenous ways of knowing and pedagogy	Incomplete or missing components	Indigenous content is present but is a superficial	Indigenous content is rich and meaningful
Describe formative and summative assessment and how it will be documented.	Incomplete or missing components	Assessments are weakly connected to reporting and do not provide insights into student growth or inform the instructional cycle	Formative and Summative assessments are present and connected to reporting
Show how you will engage parents in the learning conversation, providing context for both a parent evening. Describe how you envision this unfolding.	No engagement is evident	Some parental engagement is evident but is minimal	Parental engagement is evident and meaningful
Detail the community partnerships, resources or organizations that you will utilize.	Incomplete or missing	Some are indicated	Partners are identified and connected
Present in a Timeline/Calendar noting other important events that impact curriculum.	No timeline	Timeline evident but missing events	Timeline is well-thought out and detailed
Show evidence of a critical conversation with a partner detailing your interpretation of their plan.	No evidence is presented	Minimal discussion without critical analysis	Critical analysis as evidenced through questions and responses

Living Exhibition Portfolio Project Rationale

You have almost completed your 2-year education degree here at Ambrose University. This project gives you a chance to synthesize what you have learned during your time with us in connection to the competencies of the Teaching Quality Standard and our mission/vision statement. Our hope is that you have become a reflective, innovative, and engaging educator who will go out to serve children, their families, communities and society as a whole.

As you consider your beliefs about teaching as you entered the program, in what ways has your thinking changed? What do you want for your students? What beliefs and practices will you continue to explore? What meaningful connections do you see at the intersections of this program (CDPD, SCMP, LTA & FE)? What was a significant experience in the program that continues to resonate with you? How have you navigated relationships within schools?

These are the kinds of questions that your living portfolio will answer. We want to see YOU in your showcase. You will also be challenged to articulate your teaching identity and practice as you would do in an interview.

Elements of Project

You will showcase both a video and live interview that includes of a variety of elements that you have **curated that demonstrate your competencies in the Teacher Quality Standard**. These might include...

- Assignments from coursework
- An artefact or metaphor that represents you and/or your preferred pedagogical approach
- A sample year plan
- Samples of work you had students create on your practicum
- Excerpts from your evaluations
- The story or map of your journey to teaching
- Some examples of how you will create conditions for student success in the classroom
- A representation of how your design for learning meets diverse student needs
- Your communication and community engagement plan
- Resources and community supports you might use
- A picture or diagram of your ideal classroom set up
- Your TPGP

You will:

1. Because we are unable to gather to present the portfolios in an typical exhibition, you create a 3-5 minute video presentation and send the link to Kathy by April 12th at NOON- No late submissions will be accepted.
2. You will then present your portfolio, live, to your team of instructors, classmates and guests on April 14th scheduled. See Moodle for details and sign up information.

Criteria

Your final grade for this project will count for 20% in each of CDPD 700 and LTA700.

The criteria used to evaluate your project are:

A+	A	A-	B+/B
20	18.5-19.5	17-18	< 17
	<ul style="list-style-type: none">• Personal, and reflective of you.• Artifacts directly connect to each of the Six Competencies of the TQS• Your living portfolio needs to communicate who you are. Therefore, the visual philosophy/manifesto that you complete for SCMP 700 must be showcased in your presentation and you should be prepared to speak to the research, policies, and personal experience that support your beliefs.• Evidence of a focus on student learning and thinking.• Ability to verbally articulate your philosophy, identity and intended practice through the presentation and questions asked.		

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0
F	Failure	0.00
P	Pass	No Grade Points

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.

Other:

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

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. Please refer to your professor regarding their electronic etiquette expectations.

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/content/academic-calendar-2>

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.

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 are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

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/writingcentre>

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

Off Campus:

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

Sexual Violence Support

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

Off Campus:

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

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