

Course ID:	Course Title:	Fall 2020
CDPD 500	Introduction to the Principles and Practices of Curriculum Design and Program Development	Prerequisite: None
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Joshua Hill PhD (Cand.), Med, BEd, BA.	First day of classes:	Thurs, Sept 10
Days: Mon 12:30-3:30 PM & Thurs 8:15- 11:00 AM	Room: Zoom link to be provided	Email:	Joshua.hill@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 20
		Phone:		Last day to request revised final exam:	Mon, Nov 2
		Office:	RE136	Last day to withdraw from course:	Fri, Nov 20
		Office Hours:	By Appointment	Last day to apply for coursework extension:	Mon, Nov 23
				Last day of classes:	Mon, Dec 11

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.

Teacher Quality Standards Addressed

- Engaging in Career-Long Learning
- Demonstrating a Professional Body of Knowledge
- Establishing Inclusive Learning Environments

Program Requirements

Numeracy

Teaching math 12 hours

Literacy

Development of reading 6 hours

Teaching writing 3 hours

Canadian Studies

Teaching social studies 12 hours

Science

Teaching science 12 hours

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.

Textbooks

There is no required textbook for this course. Assignment specific readings are listed in the learning task descriptions below and will be made available in Moodle.

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 via Moodle.

Date	Topic/Reading	Reminder
Sept 10	Topic 1- What is Curriculum? Eisner (2002) Aoki (2012)	Vlog Post #1 Due: Sept 14
Sept 14	Topic 2- Curriculum, teaching, and learning. Friesen & Jardine (2010) Glossary Development	Vlog Post #2 Due: Sep 18
Sept 17	Glossary Development cont.	Glossary Due Sep 21
Sept 21	Lesson Plan 1 Design- I Am Canada	Lesson Plan 1- Due Sep 24
Sept 24	Front Matter and introduction to Photo Essay	
Sept 28	Lesson Plan 2 Design- RVS Geographic	Lesson Plan 2- Due Oct 1st

Oct 1	Topic 3- Curriculum and perspective Donald (2020) Giroux (2019)	Vlog Post 3 Due Oct 5th
Oct 5	Lesson Plan 3 Design- Ripples of Change	Lesson Plan 3- Due Oct 8th
Oct 8	Topic 4- Curriculum of place Jardine, Friesen, & Clifford (2006) Kimmerer (2014)	Vlog Post 4 Due Oct 15th
Oct 15	Topic 5- Curriculum of the child Nandy (1987) Malaguzzi (1994)	Vlog Post 5 Due Oct 19th
Oct 19	Lesson Plan 4 Design- Tin Forest	Lesson Plan 4- Due Oct 22
Oct 22	Topic 6- Curriculum of Spirituality Palmer (2003) Bai & Cohen (2007)	Vlog Post 6- Due Oct 26th
Oct 26	Lesson Plan 5 Design- Pursuing Wellness	Lesson Plan 5- Due Oct 29
Oct 29	Topic 7- Curriculum of Wonder Trotman (2013) Schinkel (2017)	Vlog Post 7 Due Nov 2
Nov 2	Lesson Plan 6 Design- Eco Inquiry	Lesson Plan 6 Due- Nov 5th
Nov 5	Topic 8- Curriculum of Hope Greene (1998) Darder (2017)	Vlog Post 8 Due Nov 16th
NO CLASSES Reading week Nov 9-13		
Nov 16	Lesson Plan 7 Design- Art Journals	Lesson Plan 7 Due Nov 19th
Nov 19	Topic 9- Balanced Literacy	Vlog Post 9 Due Nov 23
Nov 23	Lesson Plan 8 Design- I Love Reading	Lesson Plan 8 Due Nov 26th

		Photo Essay Due Nov 26th
Nov 26	Topic 10- Balanced Numeracy	Vlog post 10- Due Nov 30
Nov 30	Lesson Plan 9 Design- Full STEAM Ahead	Lesson Plan 9- Due Dec 3rd
Dec 3	Intro to Core Routines and Topic 11 Synthesis	Vlog post 11 due Dec 10th
Dec 7	Lesson Plan 10 Design- Core Routine	Lesson Plan 10 -Due Dec 10th
Dec 10		

Learning Tasks Overview

Learning Task	Assigned as	Outcome(s)	Due Date
Curriculum Vlog	Individual	1	S14, S18, O5, O15, O26, N2, N16, N26, N30, D10
Instructional Design Glossary	Group	2	S21
Lesson Plan Portfolio	Group	2, 3, 4	S24, O1, O8, O22, O29, N5, N19, N26, D3, D10
Living Discipline Photo Essay	Individual	3 and 4	N26

Learning Task 1: Curriculum Vlog (Due as per schedule)

You are asked to compose 11 weekly reflective vlog posts using Flipgrid following the schedule outlined in the course schedule below. Through the vlog posts you will respond to the weekly readings and build and demonstrate your understanding of Learning outcome 1. You will create your vlog post after engaging in the reading discussion zoom session. You will respond to two other students vlogs each week. The responses you post will provide you with further opportunity to demonstrate the learning outcomes. You will receive peer teacher feedback on your vlog posts in the first half of the semester.

LT1 Absence Information

Participation in and contribution to the reading discussion groups are an important learning design element of this task. If you are unable to attend your weekly discussion group zoom meeting for any reason please notify your instructor. In case of an absence you will still be expected to complete the weekly reading, vlog post, and vlog replies. If required an extension to the due dates can be worked out with the instructor. Unfortunately, the zoom small group reading discussions will not be recorded (for technology and privacy reasons) and therefore you will miss the scaffolding of

discussing the readings with your peers in advance of creating your vlog. Please note, that if you need to miss multiple reading discussion classes during the term, you and the instructor will need to co-develop an alternative plan for your success.

Topic	Vlog Due Date
Topic 1- What is curriculum?	Sep 14th
Topic 2- Curriculum, teaching, and learning	Sep 18th
Topic 3- Curriculum and perspective	Oct 5th
Topic 4- Curriculum of place	Oct 15th
Topic 5- Curriculum of the child	Oct 19th
Topic 6- Curriculum of Spirituality	Oct 26 th
Topic 7- Curriculum of Wonder	Nov 2nd
Topic 8- Curriculum of Hope	Nov 16th
Topic 9- Balanced Literacy	Nov 26th
Topic 10- Balanced Numeracy	Nov 30th
Topic 11- Synthesis	Dec 10th

Learning Task 1 Readings:

- Aoki, T. T. (2012), Teaching as indwelling between two curriculum worlds. In Pinar & Irwin (Eds.). Curriculum in a new key: the collected works of Ted T. Aoki. (159-166) New York: Routledge, Taylor & Francis Group.
- Bai, H. & Cohen, A. (2007). Dao and Zen of teaching: Classroom as enlightenment field. Educational Insights, 11(3).
- Darder, A (2017). *Reinventing Paulo Freire: A pedagogy of love* (pp. 80-126). New York, NY: Routledge.
- 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>
- Eisner, E. (2002). The three curricula that all schools teach. In *The educational imagination: On the design and evaluation of school programs* (3rd ed.) (87-107). Upper Saddle River, NJ: Merrill Prentice Hall.
- Friesen, S., & Jardine, D. (2010). New Times, New Ways. *ATA Magazine*, 91(1), 48-51.
- Giroux, H. (2019) All education is a struggle over what kind of future you want for young people [Video] <https://www.youtube.com/watch?v=LCMXKt5vRQk>
- Greene M. (1995). *Releasing the imagination* (pp.17-43). San Francisco, CA: Jossey-Bass Publishers.
- Jardine, Clifford, & Friesen (1997) *Curriculum in Abundance*. New York: Routledge
- 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: Miklweek Editions.

Malaguzzi, L (1994) Your image of the child where teaching begins. Exchange 3.

<https://www.reggioalliance.org/downloads/malaguzzi:ccie:1994.pdf>

Nandy, A. (1987). Reconstructing childhood: A critique of the ideology of adulthood. In *Traditions, tyranny, and utopias: Essays in the politics of awareness*, (56-76). Delhi, India: Oxford University Press.

Palmer, P. (2003). Teaching with Heart and Soul: Reflections on Spirituality in Teacher Education. *Journal of Teacher Education*, 54(5), 376-385.

Schinkel, A. (2017). The Educational Importance of Deep Wonder. *Journal of Philosophy of Education*, 51(2), 538-553.

Trotman, D. (2013) Wow! what if? so what? Education and the imagination of wonder: Fascination, possibilities and opportunities missed. In Egan, K., Cant, A. I., & Judson, G. (Eds.). (2013). *Wonder-full education : The centrality of wonder in teaching and learning across the curriculum*. Retrieved from

Learning Task 1 Criteria

Criteria	Fails to meet requirements (B- or below)	Minimally Meets Requirements (B to B+)	Meets Requirements (B+ to A-)	Meets All and Exceeds Most Requirements (A to A+)
Depth of Reflection	Demonstrates a surface reflection on, or simply summarizes the ideas encountered over the course of the term.	Demonstrates a specific and well thought out reflection and beginning critical analysis of the ideas encountered in the course. Charts next learning steps.	Demonstrates an in-depth reflection on, personalization of and critique of the ideas encountered in the course. Frames important questions and learning steps.	Explores own evolving perspective in relation to complex themes and insightful interpretations. Demonstrates self-awareness, deep reflection, and commitment to future inquiry and growth.
Support	Reflection is inadequately supported, not fully explained, or does not demonstrate an awareness and openness to new perspectives.	Viewpoints and interpretations are supported with examples that are general in nature.	Viewpoints and interpretations are supported with examples from the readings, videos, personal experiences, and ideas of peers.	Viewpoints and interpretations are illuminated by key insights from the course materials and discussions and demonstrate how new perspectives have contributed to an evolution of your thinking.

Learning Task 2: Instructional Design Glossary (Due Sep 21)

You will work with your lesson design group (3-4 peers) to develop a glossary of key lesson planning concepts/vocabulary. This glossary will serve as a foundation for your collaborative lesson planning and links to outcome 2. You will be provided with a glossary template and draw from the references provided below.

LT 2 Absence Information

If you are unable to attend the Zoom session where your group collaborates to develop the infographic you will be required to create an individual instructional design glossary. Please contact the instructor if you need additional support or an extension to the assignment due date.

Learning Task 2 References:

- Anderson, M. (2017, March 29). Using Quick Check-Ins to Measure Student Understanding. Retrieved from <https://www.edutopia.org/vlog/using-quick-check-ins-measure-student-understanding-mike-anderson>
- Black, P. & Wiliam, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappa 80 (2) 1-13 Retrieved from: <https://www.rdc.udel.edu/wp-content/uploads/2015/04/InsideBlackBox.pdf>
- Dixon, 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
- Earl, L. & Katz, S. (2006). *Rethinking classroom assessment with purpose in mind*. Manitoba Education Citizenship and Youth. Retrived from <https://digitalcollection.gov.mb.ca/awweb/pdfopener?smd=1&did=12503&md=1>
- Formative Assessment. (n.d.). Retrieved from <https://aac.ab.ca/learn/go/formative-assessment/>
- Stiggins, R. (2002). Assessment crisis: The absence of assessment for learning. Phi Delta Kappan, 758–765. Retrieved from <http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/003172170208301010>
- Stiggins, R. (2006). *Balanced assessment systems: Redefining excellence in assessment*. Portland, OR: Educational Testing Service. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.604.8466&rep=rep1&type=pdf>
- Wormeli, R. (2010). *Rick Wormeli: Formative and Summative Assessment*. Stenhouse Publishers: PLACE. Retrieved from https://www.youtube.com/watch?v=rJxFXjfB_B4
- Rocky View Schools. (2019). *Parent guide to real time reporting*. Retrived from https://www.rockyview.ab.ca/families/powerschool/RTRParentGuideFall2018.pdf/at_download/file

Learning Task 2: Criteria

Strengths: (Evidence of Exceeding the target)	Criteria (Target)	Critique: (Areas for improvement)
	Glossary draws on references to provide comprehensive and research-based definitions of concepts/vocabulary.	
	Glossary examples demonstrate practical understanding of how the concepts and vocabulary can be applied in the classroom.	

Learning Task 3: Lesson Plan Portfolio (Due as per schedule below)

Working in a small group you are asked to design 10 lesson plans throughout the term as outlined in the schedule below. You will be provided with class time to work with your group. You will use a lesson planning template and the vocabulary you developed in LT2. Each lesson plan will be inspired by a unit concept, a classroom context, and the needs and interests of students. To this end, we will watch the RockyDoc Videos linked below to set the stage for your planning. In

your lesson plans you will connect to the Alberta Program of Studies and design for formative assessment to guide teaching and learning.

LT3 Absence Information

If you are unable to attend a weekly Zoom session to collaborate with your group you will be required to create an individual lesson plan for that week. You will be provided with a recording of the large group components of the zoom session to support you to make up for the scaffolding you miss in your absence. Please contact the instructor if you need additional support or an extension to the assignment due date. Please note that if you need to miss multiple classes during the term, you and the instructor will need to co-develop an alternative plan for your success.

#	Inspiration	Due
1	I am Canada: (Social Studies/Canadian studies) https://www.youtube.com/watch?v=yNvctuXJBh8&list=PLuhDFTEpRQYGH_G4Xi_fmPW5IHtD2opz&index=20	Sep 24
2	RVS Geographic: (Interdisciplinary/Canadian Studies/Literacy) https://www.youtube.com/watch?v=Se9ofqWxrL4&list=PLuhDFTEpRQYGH_G4Xi_fmPW5IHtD2opz&index=19	Oct 1
3	Ripples of change: (Indigenous/Canadian Studies/Literacy) https://www.youtube.com/watch?v=Z5MryBoCccU&list=PLuhDFTEpRQYG-kCMbEakH1c-bDIOOtQuh&index=4&t=2s	Oct 8
4	Tin Forest: (Early childhood education/Literacy/Numeracy) https://www.youtube.com/watch?v=nBkGwt-hdYU&list=PLuhDFTEpRQYG-kCMbEakH1c-bDIOOtQuh&index=30	Oct 22
5	Pursuing Wellness: (Physical education) https://www.youtube.com/watch?v=gSaRxCIGjMM&list=PLuhDFTEpRQYG-kCMbEakH1c-bDIOOtQuh&index=24	Oct 29
6	Eco Inquiry: (Science) https://www.youtube.com/watch?v=ADmNMw3TAv8&list=PLuhDFTEpRQYG-kCMbEakH1c-bDIOOtQuh&index=54	Nov 5
7	Art Journals: (Fine Arts/Literacy) https://www.youtube.com/watch?v=tAmr9-x5qzg&list=PLuhDFTEpRQYG-kCMbEakH1c-bDIOOtQuh&index=47	Nov 19
8	Urban Explorers: (Language Arts/Literacy) https://www.youtube.com/watch?v=IpiuD9ahg3Q&list=PLuhDFTEpRQYG-kCMbEakH1c-bDIOOtQuh&index=8	Nov 26
9	Full STEAM Ahead: (Mathematics/Science) https://www.youtube.com/watch?v=wCg89wNDXHc&list=PLuhDFTEpRQYG-kCMbEakH1c-bDIOOtQuh&index=15	Dec 3

10	Core routine: (Subject of your photo essay)	Dec 10
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LT 3 Criteria:

Strengths: (Evidence of Exceeding the target)	Criteria (Target)	Critique: (Areas for improvement)
	Lessons draw on the context of the unit and the perspective shared by students in the video to create opportunities for student engagement.	
	Lessons provide scaffolding to support students to learn specific learning outcomes of the program of study.	
	Lessons draw upon the front matter of the programs of study to engage students in meaningful work.	
	Lessons demonstrate understanding of designing formative assessment to inform instructional decisions.	

Learning Task 4: Living Discipline Photo Essay (Due Nov 26th)

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 particular discipline embodies. You will connect this vision to the living discipline and open up possibilities for student learning. This will mean situating your exploration of the discipline through a particular real world topic for student exploration (For example: You might take up the question of What matters in Science Education through the phenomenon of space exploration). 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, to the students, and to the broader community outside of school. 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.

LT4 Criteria

Strengths: (Evidence of Exceeding the target)	Criteria (Target)	Critique: (Areas for improvement)
	Essay brings to life the key knowledge, skills, and attitudes of the front matter of the Alberta Program of Studies.	

	Essay illustrates how the subject area lives in the real world context and ways of working and thinking authentic to the discipline.	
	Essay is rooted in a topic, phenomenon, or problem that opens up opportunities for student engagement.	

Participation and Attendance

Participation in and contribution to the scholarly community is essential to learning in this course. Our classroom will be designed as a knowledge building community and regular attendance is critical to your success in this course. Please notify the instructor if you need to miss a class. Assignment specific absence instructions have been provided along with the task descriptions above.

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.

Late submissions

Late submissions will not be accepted without consultation with the Instructor prior to the due date. If you are having trouble with completing an assignment, you must let the Instructor know in advance of the due date to negotiate an extension.

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.

A+	Mastery +	Outstanding- Expands the space of the possible for learning outcomes.
A	Mastery	Consistently demonstrates exemplary performance of all learning outcomes.
A-	Progressing	Exemplary performance of some learning outcomes and strong performance of all learning outcomes.
B+	Progressing	Strong performance of learning outcomes.
B to B-	Emerging	Basic performance of learning outcomes
C+ to C	Beginning	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Cannot demonstrate performance of learning outcomes

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

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

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

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

Mental Health Support

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

On Campus:

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

Off Campus:

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

Sexual Violence Support

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

Off Campus:

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

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