

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2022</b>
<b>CDPD 600</b>	<b>Understanding and Application of Principles &amp; Practices of Curriculum Design &amp; Program Development</b>	<b>Prerequisite: CDPD 500</b>
		<b>Credits: 6</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	Blended	<b>Instructor:</b>	Christy Thomas, EdD, MEd, BEd	<b>First Year Classes Begin:</b>	February 7, 2022
<b>Days:</b>	Room	<b>Email:</b>	christy.thomas@ambrose.edu	<b>Second Year Classes Begin:</b>	February 28, 2022
<b>Tuesday</b> @ 8:30 – 11:00 pm	Online	<b>Phone:</b>	(403) 410-2000 ext. 6921	<b>Last Day to Add/Drop:</b>	N/A*
<b>Wednesday</b> @ 1:30 – 4:00 pm	Half the class online and half in class RE112	<b>Office:</b>	RE148	<b>Last day to withdraw</b>	N/A*
<b>Thursday</b> @ 1:00 – 3:30 pm	In class A2133	<b>Office Hours:</b>	By Appointment	<b>First Year Last Day of Classes:</b>	April 8, 2022
				<b>Second Year Last Day of Classes:</b>	April 14, 2022
<b>Class Zoom Link:</b> <a href="https://ambrose.zoom.us/j/95002906146">https://ambrose.zoom.us/j/95002906146</a>				All withdrawal requests to 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>.

### Course Description

Building on the general principles of CDPD 500, students will use backwards design to build units of study across the various disciplines in the Alberta Program of Studies. Students will identify "big ideas" and "essential questions" in curriculum. They will make understanding and skill development visible through formative and summative assessments, create rubrics, design performance assessments, and practice reporting.

### Teacher Quality Standards Addressed

- Demonstrating a Professional Body of Knowledge
- Establishing Inclusive Learning Environments

- Engaging in Career-Long Learning
- Develops and applies foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.

### **Program Requirements**

- Numeracy (6 hours)
- Literacy (12 hours)
- Canadian Studies (6 hours)
- Science (12 hours)

### **Expected Learning Outcomes**

1. Design learning over the course of a unit that explicitly considers student diversity and supports the learning of all students.
2. Design learning for the development of literacy and numeracy skills.
3. Think, work, and communicate as a professional.

### **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, virtually and physically- please be on time. Make it a priority to be on campus when you have a scheduled class face to face. Turn on your camera (use a virtual background if you wish)- we know that there is zoom fatigue, but it is important to be present. 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. 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**

None required.

## Readings

Please see course schedule for the anticipated reading dates. All readings will be made available through links within the course online learning management system (Moodle and Google Classroom).

Alberta Assessment Consortium. (2022). Supporting mathematical thinking through formative assessment. <https://aac.ab.ca/grants/supporting-mathematical-thinking-through-formative-assessment/>

Alberta Assessment Consortium. (2022). Create your own performance task. <https://aac.ab.ca/materials/create-your-own-performance-task/>

Alberta Assessment Consortium. (2022). Scaffolding: Building a temporary structure to support learning. <https://aac.ab.ca/materials/scaffolding/>

Alberta Education. (2021). Literacy and Numeracy Progressions. <https://education.alberta.ca/media/3402192/lit-and-num-progressions.pdf>

ARPDC. (2022). Creating projects with a First Nations, Metis or Inuit focus. [http://empoweringthespirit.ca/wp-content/uploads/2019/04/FNMI-creatingProjects\\_Learning-guide-April-2019.pdf](http://empoweringthespirit.ca/wp-content/uploads/2019/04/FNMI-creatingProjects_Learning-guide-April-2019.pdf)

ARPDC. (2022). Literacy and numeracy programming. <https://arpdcreources.ca/consortia/literacy-numeracy-programming/>

ARPDC. (2022). Comprehensive literacy guides K-6. <https://arpdcreources.ca/consortia/comprehensive-literacy-guides-k-6/>

Bowen, R. S. (2017). Understanding by Design. Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/understanding-by-design/>

Brown, B., Hartwell, A., & Thomas, C. (2018). Interdisciplinary design teams of pre-service and in-service teachers: Issues with collaboration. *Canadian Journal of Action Research*, 19(1). Retrieved from <http://journals.nipissingu.ca/index.php/cjar>

ERLC. (2022). Engaging all learners. <https://www.engagingalllearners.ca/ip/conversation-with-caroline-musselwhite/index.php?id=1>

Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Canadian Education Association. Retrieved from <https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/>

Julé, A. (2019). *The compassionate educator: understanding social issues and the ethics of care in Canadian schools*. Toronto, Ontario; Vancouver: Canadian Scholars. (chapter 1 & 14).

Kimmerer, R. (2013). Mishkos Kenomagwen: The teachings of grass. In *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teaching of plants*. Minneapolis, MN: Milkweed Editions.

Louie, D., Poitras-Pratt, Y, Hanson, A, & Ottmann, J. (2017). Applying Indigenizing Principles of Decolonizing Methodologies in University Classrooms. *Canadian Journal of Higher Education*, 47(3), 16-33

- Kubic, C. (2021). Taking small steps toward equity. Edutopia. <https://www.edutopia.org/article/taking-small-steps-toward-equity>
- Moore, S. (2021). Removing the barriers: Planning for all! (video). <https://www.youtube.com/watch?v=MzL8yMBKM7k>
- Nickel, & Jacobsen, M. (2021). Introduction. In *Preparing Teachers as Curriculum Designers*. Canadian Association for Teacher Education (CATE). [https://cate-acfe.ca/wp-content/uploads/2021/01/Preparing-Teachers-as-Curriculum-Designers\\_ebook\\_FINAL.pdf](https://cate-acfe.ca/wp-content/uploads/2021/01/Preparing-Teachers-as-Curriculum-Designers_ebook_FINAL.pdf)
- Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475–514. <https://doi.org/10.3102/0002831215585562>
- Stiggins, R., & Chappuis, J. (2006). What a difference a word makes: Assessment FOR learning rather than assessment OF learning helps students succeed. *Journal of Staff Development*, 27(1), 10–15.
- Sisson, J., Whittington, V., & Shin, A. M. (2020). "Teaching Culture Through Culture": A Case Study of Culturally Responsive Pedagogies in an Australian Early Childhood/Primary Context. *Journal of Research in Childhood Education*, 34(1), 108–126. <https://doi.org/10.1080/02568543.2019.1692110>
- Trinter, C. & Hughes, H. E. (2021). Teachers as Curriculum Designers: Inviting Teachers into the Productive Struggle. *RMLE Online : Research in Middle Level Education*, 44(3), 1–16. <https://doi.org/10.1080/19404476.2021.1878417>
- Yuan, & Zhang, J. (2016). Promoting Teacher Collaboration Through Joint Lesson Planning: Challenges and Coping Strategies. *The Asia-Pacific Education Researcher*, 25(5-6), 817–826. <https://doi.org/10.1007/s40299-016-0300-7>

## 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 and/or Google Classroom.

Topic/Dates	Readings	Reminders
<b>Teacher as designer</b> Feb. 7 – 11	<ul style="list-style-type: none"> <li>Louie et al. (2017). Applying indigenizing principles of decolonizing methodologies in university classrooms.</li> <li>Nickel, &amp; Jacobsen, M. (2021). Introduction. In <i>Preparing Teachers as Curriculum Designers</i>.</li> <li>Trinter, C. &amp; Hughes, H. E. (2021). Teachers as Curriculum Designers: Inviting Teachers into the Productive Struggle.</li> </ul>	

<b>Designing teaching and learning</b>  Feb. 14-18	<ul style="list-style-type: none"> <li>• Bowen (2017). Understanding by Design.</li> <li>• Friesen (2009). What did you do in school today?</li> <li>• Stiggins &amp; Chappuis (2005). What a difference a word makes.</li> <li>• Moore, S. (2021). Removing the barriers</li> </ul>	
<b>Reading Week (February 22 – February 26)</b>		
<b>Designing for a compassionate and culturally responsive learning environment</b>  Feb. 28 – Mar. 4	<ul style="list-style-type: none"> <li>• Kimmerer, R. (2013). Mishkos Kenomagwen: The teachings of grass. <i>In Braiding Sweetgrass</i>.</li> <li>• Kubic, C. (2021). Taking small Steps toward Equity</li> <li>• Sisson, J., Whittington, V., &amp; Shin, A. M. (2020). Teaching culture through culture</li> </ul> <p><b>Supplementary Readings</b></p> <ul style="list-style-type: none"> <li>• Jule, A. (2019). The compassionate educator.</li> </ul>	
<b>Designing for literacy and numeracy</b>  Mar. 7 - 11	<ul style="list-style-type: none"> <li>• ARPDC. (2022). Literacy and numeracy programming.</li> <li>• ARPDC. (2022). Comprehensive literacy guides K-6.</li> <li>• Alberta Assessment Consortium. (2022). Supporting mathematical thinking through formative assessment.</li> <li>• ERLC. (2022). Engaging all learners.</li> </ul>	<b>Portfolio Midterm</b> Mar 11  <b>Bulls-eye Midterm</b> Mar 11
<b>Professional collaboration through co-design</b>  Mar. 14-18	<ul style="list-style-type: none"> <li>• Brown, B., Hartwell, A., &amp; Thomas, C. (2018). Interdisciplinary design teams of pre-service and in-service teachers: Issues with collaboration.</li> <li>• Ronfeldt, et al. (2015). Teacher collaboration in instructional teams and student achievement.</li> <li>• Yuan, &amp; Zhang, J. (2016). Promoting Teacher Collaboration Through Joint Lesson Planning: Challenges and Coping Strategies.</li> </ul>	<b>Teacher as Designer</b> March 18
<b>Preparing for Exhibition</b>  Mar. 21-25		<b>Portfolio Final</b> March 22
<b>Exhibition-Community of Critical friends</b>  Mar. 28 – Apr. 1		<b>Unit Plan Pitch</b> March 29
Apr. 4-8		<b>Bulls-eye target</b> Apr 7

		<b>Unit Plan</b> Apr 7
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**Learning Task Overview**

Learning Task	Assigned as	Outcomes	Due Date
Unit Design Portfolio	Individual	1, 2	Midterm Mar 11 Final Mar 22
Unit Plan	Group	1, 2	Pitch Mar 29 Plan Apr 7
Teacher as Designer	Individual	3	Mar 18
Bulls-eye Target	Individual	3	Midterm Mar 11 Final Apr 7

## Learning Task Description

### 1) Unit Design Portfolio – Individual

You will develop unit design concepts throughout the term as outlined in the schedule. You will be provided with scaffolding, prompts, and class time. You will use a unit design ideation template that will be provided to you by the instructor. Each unit design concept will connect to Alberta Programs of Studies and include links to literacy and numeracy skills development. You will submit your portfolio at the midterm and receive an indication of your grade along with formative assessment from your instructor. You will submit your final portfolio along with a self-assessment.

### 2) Unit Plan

Working in a small group you will design a *Science* or *Social Studies* focused **unit plan** that scaffolds the development of literacy and numeracy skills and engages students in worthwhile work. You will design a unit plan that also affirms diversity and strives for a more equitable curriculum. You will design formative and summative assessment and scaffolding to support all learners to thrive. You will be asked to present a **3-5 min oral pitch** of the unit at our exhibition of learning. You will also submit a detailed unit plan using a template provided to you by the instructor. The planning template will include detailed unit scaffolding, a detailed formative and summative assessment plan including assessment instruments and detailed literacy and numeracy plans including the tasks and resources students will engage with.

### 3) Teacher as Designer

You will communicate your teaching and learning vision framed by the question: *What does it mean to be a designer of learning?* You will draw on the themes and readings taken up throughout the class. Your response will address the following: Why, role of teacher, role of student, backwards design, learning environment, inclusive approaches, culturally responsive teaching, assessment, literacy, numeracy, co-design. The intent for this learning task is to give you the opportunity to use more than one medium of communication (e.g., audio, text, visual, etc.) to communicate your teaching and learning vision.

### 4) Bulls-eye Target

You will use a **bulls-eye target** template to track and reflect on how you are engaging as a professional. You will be prompted each week to document evidence and self-assess based on the following four elements of professionalism: preparedness; collaboration; mindset; and contribution. You will submit your target data along with an analysis of your performance at the midterm and at the end of term.

## **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. The instructor will work with you to determine how you can catch up on what you have missed.

## **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.

## **Scaffolding and Feedback**

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.

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.

## **Late submissions**

In extenuating circumstances, you need to reach out to your instructor to negotiate an extension. This must occur before the due date. If you do not negotiate an extension prior to the due date or make agree to an extension and then neglect to meet the new deadline, late assignments will be deducted a half letter grade for every two days late.



## Assessment, Grading Summary, and Rubrics

Outcomes-based assessment is when student learning is assessed and understood against an outcome. Pragmatically, it means that evidence of learning is collected, organized, and analyzed by outcomes rather than learning tasks. Each of the 3 learning outcomes in this course are weighted equally at 1/3 of the final grade. In order to receive a passing grade for the course you must attain a minimum of a B+ in each of the 3 course outcomes. The instructor will draw on a range of assessment evidence for each outcome. The instructor will use professional judgement in consideration of the body of evidence and rubrics provided and consider recent performance and the scope and scale of each piece of evidence. This means that tasks that are completed near the end of the course as well as tasks that feature a more substantial amount of work will hold greater weight in the determination of final grades. Final grades will be developed and communicated using the criteria provided in the rubrics below.

### Grade Summary

The available letters for course grades are as follows:

A+	Mastery +	96-100%	Outstanding- Expands the space of the possible for learning outcomes
A	Mastery	91-95%	Consistently demonstrates exemplary performance of all learning outcomes
A-	Mastery	87-90%	Exemplary performance of most learning outcomes and strong performance of all learning outcomes
B+	Progressing	78-86%	Strong performance of learning outcomes
B to B-	Emerging	70-77%	Basic performance of learning outcomes
C+ to C	Beginning	63-69%	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Below 50%-62%	Cannot demonstrate performance of learning outcomes

### Assessment achievement criteria description:

A- to A+ requires thoughtful reflection on the overall significance of topics and their application.

**A+ (Mastery +):** The task has been taken up with complexity, drawing on research, experience, dialogue, and conversations with peers and colleagues and demonstrates these various contributions from the past two years of course work. The content of the task demonstrates an insightful vision of self and culture. There are significant examples of opportunities and resources, with particular attention to the practices a teacher takes up to foster success in its various iterations. There is evidence of critical questioning of the practices, theories, and student experiences in classrooms from multiple perspectives. Where applicable, creativity in thinking is evident, 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.

**A (Mastery):** 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 of course content. 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, teacher practices, and beliefs are explored in a nuanced way that demonstrate a willingness to critically examine student experiences in one's classroom.

**A- (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 most are completed very well. There is evidence of critical thinking and the exploration possible tensions between theory, practice, and personally held beliefs and their impact on all students.

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 topics, or may be limited in its application or research.

**B+ (Progressing):** 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 reflect common inclusive practices but are limited to prior experiences and personally held beliefs with little engagement of theory, critical reflection, and exploration of the impact on students. The assignments contain ideas that are reproductions of observations that with some critical thinking or creativity.

**B to B- (Emerging):** The task fulfills the requirements of the assignment but does so on a superficial level. Content discussed is included, but there is minimal engagement with various perspectives or resources. The connections being made to course content are superficial and lack meaning in inclusive practices. The assignments contain ideas that are reproductions of observations that lack critical thinking or creativity. Adequate evidence of outcomes indicates limited connections between the course content or to one's own experience.

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-, 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 (Beginning):** 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 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.

**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.

## Learning Outcomes Rubric

O.1 Design learning over the course of a unit.	Emerging	Progressing	Mastery
<p><b>I can design learning for students that is worthy of their time and attention, is personally relevant and is deeply connected to the world in which they live.</b></p>	<p>We have designed for competition to drive learning.</p> <p>We have designed primarily for large group instruction.</p> <p>We have designed a logical sequence of teaching.</p> <p>We have designed a test that prioritizes the recall of facts.</p> <p>We have predetermined how and what students will learn.</p> <p>We have designed for students to learn through worksheets, textbooks and lectures.</p> <p>We have designed learning without planning for student input.</p>	<p>We have designed for students to work collaboratively</p> <p>We have designed for the teacher to provide students with feedback.</p> <p>We have designed a logical sequence of teaching and learning.</p> <p>We have designed an opportunity for students to make things that represent their learning.</p> <p>We have designed for some student choice.</p> <p>We have designed for students to learn through labs, activities and a range of materials.</p> <p>We have designed for what students already know to be a starting point for learning</p>	<p>We have designed for idea diversity, improvable ideas and community knowledge.</p> <p>We have designed for students to receive feedback and coaching from peers, teacher and school and/or community experts.</p> <p>We have designed scaffolding that supports students to fail forward.</p> <p>We have designed an opportunity for students to make original representations of their learning that matter to themselves and the community.</p> <p>We have designed for student questions and curiosity to guide learning.</p> <p>We have designed time for students to explore and uncover curriculum through real world experiences and sources.</p> <p>We have designed to activate students' past experiences, current interests and unique ideas to enrich the study.</p>

<p><b>I can design learning that explicitly considers student diversity and supports the learning experiences of all students.</b></p>	<p>We have designed one way for all students to access and demonstrate their learning.</p>	<p>We have designed some choice for how students will show their learning and planned modifications for students with I.P.P.S</p>	<p>We have designed opportunities for students to access and demonstrate their learning through multiple means of expression and through hands on experiences and a variety of authentic tools</p>
<p><b>I can design learning draws upon the front matter of the programs of study to engage students in meaningful work.</b></p>	<p>We have designed for students to practice isolated knowledge and skills with no opportunity for application.</p>	<p>We have designed opportunities for students to apply their skills.</p>	<p>We have designed opportunities for students to learn big ideas that connect to the front matter and general learner outcomes in the POS.</p>
<p><b>I can design for the intentional development of literacy and numeracy skills integrated across subject areas.</b></p>	<p>We have planned for students to use commercially produced resources without considering how these materials connect to our learner's specific needs.</p> <p>We have designed for students to receive literacy instruction in Language Arts and numeracy instruction in mathematics.</p>	<p>We have designed a sequence of teaching and learning with direct references to the learner needs.</p> <p>We have identified potential opportunities for students to use their literacy and/or numeracy skills in the context of other subject areas.</p>	<p>We have designed scaffolding towards key literacy and numeracy skills linked directly to assessment evidence that guides understanding of specific learner needs.</p> <p>We have designed opportunities for students to connect, apply and transfer literacy and/or numeracy skills in the context of other subject areas.</p>
<p><b>I can design balanced assessment that is clearly focused on improving student learning and guiding teaching decisions and actions.</b></p>	<p>We have designed for students to receive a summative assessment of learning after learning has occurred. We have designed for teachers to be responsible for assessment.</p>	<p>We have designed some formative assessment activities to provide students with feedback.</p> <p>We have designed for students to receive teacher feedback before summative assessment.</p>	<p>We have designed formative assessment routines that will provide us with understanding of what students know and can do and articulated how considering this information will guide our instructional decisions.</p> <p>We have designed opportunities for students to receive critique from peers and teacher in advance of summative assessments.</p>

		We have designed for students to receive assessment criteria at the beginning of instruction featuring clear learning outcomes, objectives and exemplars.	<p>We have designed opportunities for students to co-create criteria and self assess their learning prior to the summative assessment.</p> <p>We have designed opportunities for students to reflect on how their learning connects to their growth.</p> <p>We have created clear learning targets to guide formative and summative assessment.</p>
<b>I can design for a more equitable curriculum and classroom experience that affirms diversity to encourage students to feel a sense of belonging</b>	We have designed for students to learn primarily from a single or dominant cultural perspective.	We have designed for students to access resources that accurately reflect and affirm diversity.	We have considered the complex supports needed to create learning that is collaborative, involves community, provides ethical opportunities to affirm diversity and other ways of knowing through multiple lenses including ability, interests, and cultural perspectives.

<b>O.2. Design for the development of literacy and numeracy skills.</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Mastery</b>
<b>I can curate and meaningfully employ high quality literacy resources.</b>	<p>We have planned for students to use commercially produced resources without considering how these materials connect to our learner’s specific needs.</p> <p>We have listed literacy resources but have not provided adequate</p>	<p>We have designed a sequence of teaching and learning with direct references to the learner needs.</p> <p>We have demonstrated that we understand how to</p>	We have designed scaffolding drawing on high quality literacy resources towards key skills linked directly to assessment evidence that guides understanding of specific learner needs.

	evidence to demonstrate that we understand why or how to best use them.	implement the literacy resources we have curated.	We have demonstrated that we understand and apply the big ideas underpinning the resources we have curated.
<b>I can curate and meaningfully employ high quality numeracy resources.</b>	<p>We have planned for students to use commercially produced resources without considering how these materials connect to our learner’s specific needs.</p> <p>We have listed numeracy resources but have not provided adequate evidence to demonstrate that we understand why or how to best use them.</p>	<p>We have designed a sequence of teaching and learning with direct references to the learner needs.</p> <p>We have demonstrated that we understand how to implement the numeracy resources we have curated.</p>	<p>We have designed scaffolding drawing on high quality numeracy resources towards key skills linked directly to assessment evidence that guides understanding of specific learner needs.</p> <p>We have demonstrated that we understand and apply the big ideas underpinning the resources we have curated.</p>
<b>I can design literacy instruction driven by the ongoing assessment of student skills, interests, and emotions.</b>	We have designed assessment activities that are disconnected from day to day instruction.	We have designed some assessment activities that will inform learning.	We have designed assessment routines that will provide us with understanding of what students know and can do and have designed for how this understanding will inform teaching and learning on an ongoing basis.
<b>I can design numeracy instruction driven by the ongoing assessment of student skills, interests, and emotions.</b>	We have designed assessment activities that are disconnected from day to day instruction.	We have designed some assessment activities that will inform learning.	We have designed assessment routines that will provide us with understanding of what students know and can do and have designed for how this understanding will inform teaching and learning on an ongoing basis.

O.3. Think, work, and communicate as a professional.	Emerging	Progressing	Mastery
I can co-design learning and collaborate in a professional learning community	I have not recognized the impact I have had on others or been able to share examples of how I positively contributed to collaboration on my team.	I have shared examples of how I worked to improve collaboration in my team.	I have reflected on my creative process and provided examples of how I used this reflection to guide how I think, act and communicate with my group members. I have used empathy to consider the creative processes of others and provided examples of how I have attempted to respond to the strengths and needs of others. I have demonstrate optimism, creative confidence, and a willingness to evolve my thinking through a collaborative knowledge building process.
I can demonstrate a professional level of preparedness and make significant contributions to the learning community.	You rarely make productive contributions to discourse in small or large groupings or your contributions are not well received by your peers. You neglect to be prepared to discuss readings and/or you do not demonstrate open listening to ideas shared by others. You do not complete your group or coursework in a timely manner and do not adequately communicate with your group members and instructor regarding your needs.	You regularly contribute helpful ideas in small and large group settings regularly. You conduct all readings and share your insights to build knowledge. You complete all of the tasks expected of you by your group. You stay on top of the course schedule and if you need extra time on a scaffolding step or assignment you communicate in advance with your group members and instructor and establish and follow through on a plan to catch up.	You play an active role in putting forward different ideas to create a dynamic environment. You draw upon content from the readings by citing or quoting specific passages. You supplement these with additional information sources, as evidence for helping others build knowledge. Your regular and timely contributions to discourse serves to engage peers in scholarly discourse and advance collective understanding. You take a lead role in dividing group work and model a culture of accountability by exceeding all of your group work commitments. You complete all scaffolding steps as scheduled and submit all assignments on time in the format outlined by the instructor.
I can communicate learning design decisions to stakeholders.	I have described what teaching and learning will look like in my classroom.	I have explained the why and how of teaching and learning in my classroom.	I have created a compelling vision and mission for teaching and learning in my classroom.



## 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](mailto: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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://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](https://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](https://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

<b>Note:</b> Students are strongly advised to retain this syllabus for their records.
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