LTA 500
Introduction to the Principles and Applications of Learning Theory (6)

Semesters: One & Two
Instructor: David Peat, Ph.D., R.Psych.

Contacting the Instructor

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(Semester One)
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Course Description

This course introduces students to some main theories of learning and possible educational applications to educational practices based on each theory. This is the first of three graduated and integrated courses in the Learning Theory and Application component. As such, it addresses foundational theories and concepts regarding how people learn, individually and in groups, and how teachers can design experiences and create conditions so that diverse learners, including learners with special learning needs and from various cultural backgrounds, including First Nations learners, can learn in an elementary school's nine main disciplines (Program of Studies, Elementary Education—language arts, social studies, mathematics, science, physical education, fine arts, second or additional language, health and life skills and information and communication technology). Literacy and numeracy will be emphasized. Students will examine the relationship between learning and children's growth and development, human behaviour and assessment in elementary schools.

Additional Information

The development of practical knowledge, skills and attitudes are stressed throughout the course. Class sessions will provide multiple opportunities to apply learning theory in an integrated fashion to a variety of real-life problems and situations that may be encountered in teaching practice.

Guiding Questions for the Program Strand: What do learners actually do when faced with a learning activity, when learning something is a necessity? How can teachers design learning experiences so that what is known about learning and development can indeed be applied to teaching?

To apply a learning theory, I will explain one learning theory used in the design of this course. In reflecting on the various learning models, there are several that apply, but the closest that I can articulate is taken from Linda Lambert's concept of 'constructivist leadership' -

For this course, I hope to create an environment where learning is reciprocal, where I am invested in and responsible for your learning while at the same time, the expectation is that you will assume a similar responsibility for your own learning. Throughout the course we will co-develop a purpose for learning, and a common vision. The hope is that all of us will develop a clearly articulated set

of beliefs about schooling and student learning; that we will construct meaning and knowledge together through dialogue, reflection, inquiry and action. We will work as a community, as a group of people sharing common goals and aspirations for the future, caring for each other in the process (adapted from P.7, Davies).

Prerequisite: no prerequisite

Course Goal and Intended Learning Outcomes

The goal of this course is to initiate the process of developing students' competencies in applying theories of human development, learning, assessment and curriculum design to teaching practices and course design. They will begin to view themselves as teachers in public school classrooms and their role as 'architects of learning experiences'.

Upon completion of this course, participants will be able to:

1.   Compare and contrast essential features of major theories of learning.
2.   Critically analyze how different learning theories serve as explanations for, and understandings of, learning and behavior.
3.   Analyze teaching practices to critically determine how these practices can be adapted in ways that are consistent with learning and developmental theory.
4.   Demonstrate the ability to conceptualize learning, behavioral and social/emotional assets and challenges through the application of learning theories.
5.   Based upon the application of learning theories as applied to students' learning, behavioral, social/emotional and cultural assets/challenges, begin to formulate effective short-and long-term individual and inclusionary approaches/interventions.

Required Texts:

These texts are required for LTA 500, 600 & 700. They re viewed as 'source texts' for foundational learning information. However, they **will not necessarily** be the basis for the class activities and/or discussions, but it **will** be assumed that you will have **pre-read** the chapters listed below in preparation for the classes which address the chapter topic(s).

1.   Ormrod, J. E. (2008). *Human Learning* (5th ed.). Upper Saddle River, NJ: Pearson/Merrill: Prentice Hall. ISBN 978-0-13-232749-7.

2.   Wiggins, G & McTighe. (2005). *Understanding by design* (Expanded 2nd Ed.). Alexandria, VI: ASCD. ISBN 1-4166-0225-9.

3.   Davies. A. (2007). *Making classroom assessment work (2nd. Ed.)* Courtney, BC: Connections Publishing. ISBN 978-0-9867851-2-2.

4.   Rose, D. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning.* Alexandria, VI: ASCD. ISBN 0-87120-599-8.

Books On Reserve:

1.   The Publication Manual of the American Psychological Association (6th Ed) (2009).

2.   *Focusing on Success: Teaching Students with Attention Deficit/Hyperactivity Disorder.* (2006), Alberta Education. ISBN 0-7785-5166-0
      http://education.alberta.ca/admin/special/resources/adhd.aspx

3.   *Making a difference: Meeting diverse learning needs with differentiated instruction.* (2009) Alberta Education. ISBN 978-0-7785-8601-2
      http://education.alberta.ca/teachers/resources/cross/making-a-difference.aspx

4.   *Supporting Positive Behavior in Alberta Schools: A school-wide approach.* Alberta Education. ISBN 978-0-7785-6421-8

5. *Supporting Positive Behavior in Alberta Schools: A classsroom approach.* Alberta Education. ISBN 978-0-7785-6422-5

6. *Supporting Positive Behavior in Alberta Schools: An intensive individuualized approach.* Alberta Education. ISBN 978-0-7785-6423-2

7. Armstrong, T. (2009). *Multiple Intelligences in the classroom (3rd. Ed.)* Alexandria, VI: ASCD. ISBN 978-1-4166-0789-2

8. Reid, R & Lienemann, T. O. (2006). *Strategy Instruction for Students with Learning Disabilities.* New York. The Guilford Press. ISBN 10 1-59385-282-7; ISBN 13 978-1-59385-282-5.

9. Rothstein-Fisch, C. & Trumbull, E. (2008). *Managing diverse classrooms; how to build on students' cultural strengths.* Alexandria, VI: ASCD. ISBN 978-1-4166-0624-6.

10. Curwin, R. L. Mendler, A.N, & Mendler, B. D. (2009). *Discipline with Dignity: New Challenges, New Solutions (3rd Ed.).* Alexandria, VI: ASCD. ISBN 978-1-4166-0746-5.

11. Thrilling, B & Fadel, C. (2009). *21st Century Skills: Learning for life in our times.* San Francisco, CA. Jossey-Bass. ISBN 978-0-470-47538-6.

12. White, P. F. (2008). *Comprehensive crisis intervention manual.* Victoria, BC: Trafford Publishing. ISBN 978-1-4251-6579-6

Articles and Other Resources

A selection of digital resources and web-links will be posted on the course *Moodle* site to support your learning and completion of assignments. It is hoped that throughout the course, as student's find related articles, videos and other digital resources, that they too will post to the same site to share with the class. This listing of websites provides a starting point for your own professional learning.

<u>Websites</u>

The following website may be helpful for accessing current and ever-changing information concerning LTA 500 course topics, as may websites recommended to support other education courses.

1. https://www.iomembership.com (Intelligence OnLine; membership provided through Ambrose)
2. http://www.cast.org (Centre for Applied Special Technology)
3. http://annedavies.com (Connections Publishing)
4. http://www.aalf.org (Anytime, Anywhere Learning Foundation)
5. http://www.smartbrief.com/index.jsp (SmartBrief)
6. http://education.alberta.ca/admin/technology.aspx (Technology in Schools, AB Ed.; Tech News)
7. http://www.pearltrees.com (Pearltrees)
8. http://www.edutopia.org (Edutopia)
9. http://mindshift.kqed.org (Mind/Shift)
10. http://www.edweek.org (Education Week)
11. http://blogs.edweek.org/teachers (Education Week - teacher)
12. http://www.iste.org/welcome.aspx (International Society for Technology in Education)
13. http://www.eschoolnews.com (eSchool News)

Course Outline: Topics

This outline provides the 'flow' of the course; the timing of each of the topics will be adjusted as the course progresses, according to your needs as students.

The chapters listed in brackets are those from required texts. It is assumed that these chapters will be read *in advance* of attending class. The questions addressed, discussion & activities of the class *will not* necessarily follow the perspective of the *Human Learning* (Ormrod, 2008) text, but will be based on the assumption that students will have read this foundational information.

For topics 11-14, the resources to supplement and support your learning are posted on the *Moodle* site.

1. Principals of Learning (Chapter 1)
2. Learning and the Brain (Chapter 2)
3. Behaviorist Views of Learning (Chapters 3, 4 & 5)
4. Social Cognitive Theory (Chapter 6)
5. Cognitive Views of Learning (Chapter 7)
6. Cognition & Memory (Chapters 8, 9 & 10)
7. Developmental Perspectives (Chapter 11)
8. Social Processes in Knowledge Construction (Chapter 14)
9. Motivation (Chapters 15 & 16)
10. Metacognitive Instruction: Demonstration Lessons (Chapters 12 & 13)
    a. Learning and Thinking Strategies
    b. Self-regulation of Learning
    c. Transfer and Problem Solving
11. Addressing the learning, behavioral and social/emotional needs of a diverse student population
    a. Technology Supporting Learning: Universal Design for Learning (Introduction to *Teaching Every Student in the Digital Age,* Rose and Meyer)
    b. Media Literacy
    c. Cyber-bullying
    d. Foundational approaches for teaching students with specific 'disabling conditions' (e.g., Autism, Intellectual Disabilities, Learning Disabilities, Behavioral issues. See the AB Education documents as resources).
12. Cultural influences in learning
    AB Education's FNMI Support Documents
13. How to meet the needs of students who are:
    Experiencing Trauma (Drawing from the *Comprehensive Crisis Intervention Manual*, White, P. F.)
14. Current Assessment Practices
    a. RRST Screening Tool (Literacy Assessment)
    b. Assessment for, of, as Learning (Introduction to *Making Classroom Assessment Work*, Anne Davies)
    c. Interpretation of Norm-based assessments

Academic Requirements

	Assignments	%/100	Due Date
1.	Group Presentation/Facilitation	30	October 10th 2012 - March 14th 2013
2.	Individual Facilitation	10	September 19th 2012 - March 14th 2013
3.	Field Experience Reflective Posts	20	October 8th, October 29th, November 19th, December 10th, 2012
4.	Case Study	40	March 14th, 2012

Throughout the course, class members will be expected to negotiate with the instructor and come to agreement on what will constitute any or all of their "products" for the course. This is very much part of the process by which professional people take greater responsibility for the evaluation of their professional performance.

Assignment 1: Group Presentation/Facilitation – 45 minutes to 1 hour

The overall purpose of this assignment is to have you collaboratively explore a particular topic, to further develop skills and knowledge in a given area, and to promote your understanding of how learning theory and processes can be applied to the design of learning activities. It will be expected that you will use this opportunity to demonstrate your competencies in facilitating engaging instruction for your colleagues.

The Group Presentation requires you to work with a group of your peers and design a learning activity to share with the class related to one of the topics addressed in the course. Groups must have a minimum of 3 students and a maximum of 4. *You may self-select your groups.* Group presentations will not begin until mid-October to allow you time to work

together. According to the chosen topics, following the *Course Outline,* the presentations will be spaced throughout the course and will enrich our understanding and learning experiences.

Once a topic is selected, the group will work together to develop a presentation for the class. There will be two parts to the presentation:

- Part A will provide a synthesis of the literature related to the topic, discuss the issues related to the topic, and discuss how the topic is related to professional teaching practice. *This should be e-mailed to the instructor a week before the presentation for posting on Moodle as preparatory reading for the class.*
- In Part B, the group will demonstrate one or more practical application(s) of the topic to learning/teaching. Draw on your creativity and your developing knowledge about instruction for designing your presentations. Part B can be presented in any format the group chooses (e.g., traditional paper, supported through Keynote, web page or in-class demonstrations/activities) that the group has developed together. Part B is open to accommodate flexibility and creativity in presentation style. The support resources, if in digital format, should be also submitted to the instructor for posting on *Moodle* at least a day before the presentation/facilitation activity.

Questions to help you choose your applied practice example for Part B:

- How can we apply this learning theory/topic to enhance an educational setting/situation?
- What guidelines might emerge through the application of this theory/topic to educational programs?
- How might this theory/topic be translated into a particular intervention strategy for individuals or groups?
- How might this theory/topic impact the approach to assessment or program development/evaluation?

Part A of the assignment should follow APA format and be no more than 10 to 12 pages in length, excluding references. Remember to identify, on the first or cover page of all assignments, the course name, the instructor's name and your own name(s), along with student ID number(s).

Rubric used for Evaluation –

Category	Exemplary	Proficient	Intermediate	Beginning
Synthesis of the literature **/5**	Part A contains a clear, well-articulated synthesis of the literature related to the topic.	Part A contains a synthesis of the literature related to the topic.	Part A addresses some aspects of the literature related to the topic.	Part A contains vague statements about the topic.
Discussion of issues and application of the topic to teaching practice **/5**	Part A presents related significant issues; clearly and concretely articulates how the topic is related to professional teaching practice.	Part A presents related issues; articulates how the topic is related to professional teaching practice.	Part A presents some related issues; is unclear about how the topic is related to professional teaching practice.	Part A presents issues that are not related to the topic; is unclear about how the topic is related to professional teaching practice.
APA Formatting **/4**	Part A is free of errors in APA formatting.	Part A is sufficiently free of errors in APA formatting.	Part A contains some errors in APA formatting.	Part A contains many errors in APA formatting.
Communication **/6**	Exceptional ability to communicate ideas and interrelated concepts through language and other media.	Proficient ability to communicate ideas and concepts through language and other media.	Adequate ability to communicate ideas and concepts through language and other media.	Limited ability to communicate ideas and concepts through language.
Presentation/Delivery	Exemplary Facilitation of activities that reinforce concepts about the topic	Effective Facilitation of activities that reinforce concepts about the topic	Satisfactory Facilitation of activities that supports concepts about the topic	Basic facilitation Activities introduce concepts about the

/10	and engage the audience.	and engage the audience.	and attempts to engage the audience.	topic and attempts to engage the audience.

Assignment 2: Individual Facilitation – 30 minutes

Each learner will facilitate a small group learning experience that actively engages the class in dialogue designed *to deepen understanding of a selected learning theory or topic*. Facilitators are to design the learning experience around an article or book about the same topic as found in a chapter of Ormrod (2008) **or** based upon an in-depth examination of one or more of topics 11-14 as listed in the Course Outline above. Individual facilitations will not begin until week 2 of the course to allow you time to prepare. According to the chosen topics, following the Course Outline, the presentations will be spaced throughout the first term and will enrich our understanding and learning experiences.

Percentage grade for *Assignment 2* will be determined utilizing the following peer and self-evaluation checklist:

- ❑ Prepared: Provides evidence of preparation

- ❑ Knowledge: Provides evidence of background knowledge

- ❑ Facilitation: Guides the group

    - ❑ Invites all members of the group to participate

    - ❑ Guides members to extend thinking on presentation topic

- ❑ Creativity: Demonstrates creative engagement

    - ❑ Engages participants

    - ❑ Furthers understanding of topic in a unique way

- ❑ Clarity: Clear and concise

Comments:

Grade: **/10**

Assignment 3: Practicum Reflective Postings

On the last Friday of each of the four practicum placements (Sept 21st – December 7th, 2012), choose a practical example from your school placement that reflects a learning theory or topic addressed in LTA 500. ***Briefly*** describe the aspects of the theory and the specifics of the demonstration and/or application of the theory to the scenario. Reflect on the success of application of the theory- what worked, what did not and why? What else if anything might have been tried, keeping within the theory discussed? Be prepared to share with classmates. These journal reflections should be e-mailed to the instructor on the Monday following your last day at each practicum cycle. Issues raised in your reflections will be discussed in class the following week.

Evaluation Component	Weight (30 marks)
Example and Theory Presentation and discussion of class examples related to the learning theory or topic.	10 marks
Reflection Consideration, reflection and application of the theory/topic to expand, improve	10 marks

or suggest alternate approaches.	

Assignment 4: Case Study

This is an individual project designed for you to demonstrate an integration and application of much of what has been learned throughout the LTA 500 course. You are to generate one case study, which, in turn, you will analyze through critical reflection, applying different learning theories. The case should represent a typical situation found in Canadian classrooms, imitating the complexities of real life (e.g., personal, home, school, and community factors). You will analyze the case situation from various learning perspectives and through a number of different theoretical lenses. Choose the theory or theories that you believe best address the presenting issue. Do not choose too many theories to ensure that you address the issues comprehensively.

For each case:
- Conceptualize the student needs/issue in each case study using the learning theory or theories you believe best address the presenting issue.
- Develop teaching objectives and interventions based on how you have conceptualized the needs/issue
- Discuss the limitations of the objectives and interventions developed.

Evaluation Criteria

Evaluation Component	Wt
APA Style	3 s
Needs Identification Carefully and fully describe the student issue(s) in each case study using the learning theory or theories that best address the case. Remain true to the facts that you detail in the scenario.	6 rks
Critical Analysis Accurately and comprehensively apply learning theory or theories in analyzing the case. Support the analysis objectively with appropriate evidence cited.	6 rks
Application of Learning Theory and Use of Vocabulary Utilize learning theories that are suitable and useful for the case study. Make sure that you use the vocabulary and terminology associated with each learning theory you have chosen.	6 s
Plan of Action Clearly and fully describe useful, reasonable applications of learning theory as necessitated by your case. Choose applications that are consistent with the learning theory used in the analysis. Make sure that the applications lead to the design of practical, reasonable, and workable interventions within the context of your case study.	6 rks
Evaluation of Plan of Action Discuss the drawbacks or limitations of the interventions you have developed based on learning theory.	3 rks
Total	**/3**

Grading: The relationships amongst percentage, letter grade, grade-point weight and descriptive terms are shown in the following table. This course grade is calculated using percentage grade.

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

ALIGNMENT OF THE AMBROSE COMPETENCIES TO THE KNOWLEDGE, SKILLS, AND ATTRIBUTES (KSAs)

Course descriptions provide a general indication of content that will be addressed in each course. Courses in the Ambrose Program also give detailed attention to the Knowledge, Skills, and Attributes (KSAs) that apply to all certificated teachers in the Province of Alberta, documented in the *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Ministerial Order #016/97).*

The KSAs are embodied throughout the Program and aligned to the Ambrose *competencies*. A unique feature of the Ambrose Program is the requirement that all students are formatively and formally assessed and expected to give evidence of ten competencies at the midpoint of each course. Course content in all facets of the Program is connected to the competencies as part of the learning process in the Bachelor of Education Program. In turn, the competencies are aligned, in a selective way, to the KSAs.

KSAs and Course Competencies Emphasized

Note: This table indicates the KSAs and Competencies that are emphasized during this course and is not a cross-reference of KSA to Competency comparison.

KSAs EMPHASIZED	COMPETENCIES EMPHASIZED
Teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand: a) **all students can learn, albeit at different rates and in different ways.** b) **students' needs for physical, social, cultural and psychological security.**	**1) Build affirmative relationships with children:** *Learning theory based understanding* regarding contextual variables affecting learning: that all students can learn, albeit at different rates and in different ways; and, students need for physical, social, cultural and psychological security.
c) **contextual variables affect teaching and learning:** Ambrose education students analyze multiple variables simultaneously, and make reasoned decisions about their teaching practice and students' learning.	**2) Apply theories of curriculum, learning, and assessment, to the development of programs:** • *Awareness of societal and cultural understandings* children deploy when learning new knowledge, understandings and skills; • *Understanding of knowledge representations* including propositions, frames of reference, concepts, schemata and worldview in learning; • *Transfer of learning,* near and far, lateral and vertical, positive and negative; • *Executive strategies* and the role and influence of

KSAs EMPHASIZED	COMPETENCIES EMPHASIZED
	meta-cognitive, self-regulatory approaches to learning; and, • *Motivation* and the causes for learning among diverse individuals and groups.

d) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach:
    Ambrose education students use these documents to inform and direct their planning, instruction and assessment of student progress
	3) Build learning communities:
	    Student learning is enhanced through the design of collaborative support services including home and community resources.

e) the subject disciplines they teach: Ambrose education students complete a structured program of studies through which they acquire the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools.	**4) Design teaching and learning scenarios that include inquiry-based learning.**
f) the purposes of short, medium and long term range planning: Ambrose education students translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also vary their plans to accommodate the diverse learning, behavioral social/emotional and cultural needs of individuals and groups of students.	**5) Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs:** *Inclusionary* instruction, based upon learning theory, so that all learners can meaningfully find personal, multiple entry points into learning experiences and teachers can design and implement multiple ways of assessment for, of and as, learning.
g) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning: Ambrose education students develop and implement strategies that create and enhance partnerships among teachers, parents and students.	**6) Engage in shared praxis:** Class discussions illustrate and demonstrated shared praxis. Ambrose education students come to know or understand something, through deliberate reflection on their actions and behaviors as guided by their instructor. With the teacher's careful guidance, they consider critically how new teacher-introduced information calls into question or not the their actions and reasons for the actions.

h) the purposes of student assessment:
    Ambrose education students design and implement multiple ways of assessment for, of and as, learning.
	7) & 10) Design and implement programs that incorporate attention to cultural realities and diversities:
	
	Address the non-academic barriers to learning by applying a variety of management strategies and effective classroom routines:
	    Based upon the application of learning theories as applied to students' learning, behavioral, social/emotional and cultural assets/challenges, Ambrose education students' formulate effective short- and long-term individual and classroom approaches/interventions.

i) the functions of teaching/learning technologies: Ambrose education students know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records.	**8) Understand critical and creative thinking as essential to learning in all programs:** Ambrose education students learn and apply Meta-cognitive instruction, which includes understanding and the explicit application of critical/creative learning/thinking strategies in both learning, and instruction.

Important Notes

It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of $50.00 must

accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically enabled activities *unrelated to the class* during a class session. During class, laptops and other hand-held devices should be used for class-related purposes only. The professor has the right to disallow 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar http://www.ambrose.edu/publications/academiccalendar).   Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity

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

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