

Course ID: LTA 600-1	Course Title: Application of the Principles and Applications of Learning Theory	Fall 2017
		Prerequisite: LTA 500, FE 600
		Credits: 6

Class Information		Instructor Information		Important Dates	
Days:	M T W	Instructor:	Kathy Crawford, BEd, MEd	First day of classes:	Wed., Sept. 6
Time:	12-2:30 8:45-11:15 9-11:45	Email:	kcrawford@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 17
Room:	RE 132	Phone:	403-410-2000 ext 6908	Last day to request revised exam:	Mon, Oct. 23
Lab/ Tutorial:	NA	Office:	RE 142	Last day to withdraw from course:	Mon, Nov 13
		Office Hours:	M 10:00-12:00 by appointment W 12-1 by appointment	Last day to apply for coursework extension:	Mon, Nov 20
Final Exam:	NA			Last day of classes:	Mon, Dec 11



Course Description

Students will study a variety of educational practices and their underlying assumptions about learning evidenced in schools, community workplaces, and international settings. Students will examine educational practices in various settings, the learning theory basis for practices, curriculum design and program development, and the range of approaches for designing instructional plans. Students will apply learning theory to instructional design, drawing from critical analyses of educational practices, creative-thinking approaches, and contextual realities (FE 600).

The thinking you will do in this course is deductive. I will expect you to deduce, from lectures/presentations and readings, conclusion regarding children and their learning needs, and how to design the experiences in classrooms that would contribute to children's learning. Your deductions will be expected to be evident in your assignments, class conversations and in your planning for learning. The course is designed so that hard won

and thoughtful conclusions will be rewarded, mark-wise. The planning you do during this course can be used in your FE 700 placement.

Expected Learning Outcomes

At the end of this course, students will be able to:

- Reflect meaningfully on teaching challenges and successes in previous practica and identify key learnings and 'need-to-answered' questions
- Connect learning theories to teaching practices in the classroom.
- Develop a professional growth plan.
- Explain the many facets of reading.
- Develop strategies for teaching and encouraging reading.
- Explain executive functioning and how it affects learning.
- Identify strategies that improve executive functioning and self-regulation for students.
- Differentiate different instructional strategies.
- Anticipate the variables that exist during classroom lessons and prepare strategies around them (giving instructions, maintaining attention, teaching active listening).
- Design lessons and units from the Program of Studies that support learning for all students by incorporating technology, assessment and classroom management.
- Design learning experiences and Individual Program Plans for students with diverse learning needs.

Professional Expectations:

- Take ownership of your learning and professional journey.
- Complete all the readings according to the schedule – expect 2-3 hours per week
- Treat your peers as professional colleagues.
- Submit assignments on time.
- Address issues, conflicts, and differences of opinion promptly and professionally.
- Attend all classes and contribute to discussions, activities, and collaborations.
- Conduct personal business (texting, Facebook/Instagram, phone calls, online shopping...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.)

Submission of Assignments

Assignments will be submitted electronically via Moodle or email (unless indicated otherwise). All assignments are to be submitted on time and on their respective due dates.

Textbooks

Kaufman, C. (2010). *Executive Function in the Classroom. Practical Strategies for Improving Performance and Enhancing Skills for All Students*. Baltimore, MD: Paul H Brookes Publishing Co.

*Additional readings will be provided on Moodle and in class. Please check our class Moodle site each day for updates and announcements.

*You will also be expected to reference and utilize the *Alberta Program of Studies*, and *Understanding by Design* (Wiggins and McTighe, 2005) and any other texts that were used in this program.

Course Schedule

October	November	December
1 <i>Review of LTA & Intro to EF</i>	1 Book Study	1
2 Discussion	2	2
3 Book study	3	3 <i>EF and Social Skills</i>
4 Collaboratory	4 Case Study Due	4 Lesson Plan Presentation
5	5	5 Lesson Plan Presentation
6	6 <i>November break</i>	6 Discussion
7	7	7
8 <i>Regulating the Brain & Self Regulation</i>	8	8
9 Discussion	9	9
10 Book study	10	10 <i>EF and Social Skills</i>
11 Collaboratory	11	11 Book Study
12 Professional Growth Plan Due	12 <i>Writing, EF and the Brain</i>	12 Collaboratory
13	13 Discussion	13
14	14 Book study	14
15 <i>RTI Tier 1 and Assessing EF</i>	15	15 Journey Map Due
16 Discussion	16	
17 lecture	17	
18 Book Study	18	Assignments:
19	19 <i>Numeracy and the Brain/EF & Math</i>	Professionalism
20	20 Discussion	ongoing
21	21 Blanket Exercise	Collaborative Feedback
22 <i>RTI Tier 2 7 Core Strategies for EF</i>	22 Book study	Ongoing, weekly
23 Discussion	23	Teacher Professional Growth Plan
24 Book Study	24	October 12
25 Collaboratory	25	Case Study
26	26 <i>Indigenous Knowledge, EF & organiz.</i>	November 4
27	27 Discussion	Lesson Plan Presentation
28	28 Book Study	December 4
29 <i>Reading, EF and the Brain</i>	29 Collaboratory	Journey Map
30 Discussion	30	By Dec 15th
31 Program Day: the Arts		

Requirements:

ASSESSMENT	%	DUE DATE
Assessment #1: Professionalism	10%	On-going
Assessment #2: Peer Collaboratory Reflections	20%	Ongoing, weekly Final Submission Dec 15, 2017
Assessment #3: Teacher Professional Growth Plan	10%	October 12, 2017
Assessment #4: Case Study	15%	November 4, 2017
Assessment #5: Lesson Plan and Presentation	15%	December 4, 2017
Assessment #6: Journey Map Reflection	30%	December 15, 2017

Assignment #1: Professionalism

Alberta Teaching Quality Standard:

Fostering Effective Relationships; Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Adhering to Legal Frameworks and Policies.

Rationale

Demonstrate the essential dispositions that characterize a **professional educator** from the Ambrose University Bachelor of Education program.

Instructions

Attend class and be on time. Inform me if you know you will be away. 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. For further details, read through the professional expectations in the course outline and the rubric below.

Please note: If your assignment is going to be late, it is courteous to let me know. Extensions without a penalty will only be granted for serious medical or extenuating circumstances.

You will self-assess your professionalism at the end of the semester. You will do so by completing the rubric below along with statements that provide evidence of you meeting those standards. If there is a significant discrepancy between my documentation and yours, we will schedule a meeting to review our documentation.

Assessment Rubric

	Exemplary A+	Almost always A/A-	Below expected Bs
Attend class, be punctual and submit assignments on time (unless medical exemption).	5	3-4	0-2
Build into the learning community through class discussions and positive participation in activities. Stay off social media during class.	5	3-4	0-2
Complete readings on time, submit critical questions, and contribute to tutorials.	5	3-4	0-2
Go beyond the assigned readings and resources, show initiative in your professional growth.	5	3-4	0-2
Assessment Submission: Google Document submission through Google Classroom			

Assignment #2: Collaborative Professional Development Sessions

Alberta Teaching Quality Standard:

Fostering Effective Relationships;

Engaging in Career-Long Learning;

Demonstrating a Professional Body of Knowledge;

Adhering to Legal Frameworks and Policies.

Rationale

When designing a year plan or collaborative inquiries, working on committees or collaborating for action research, teachers are required to work alongside their peers and contribute to the collective project. From your FE 600, you know there are different perspectives, tools and experiences each team member contributes to the profession. Each team member needs to contribute to the design and implementation of tasks, as well as to the culture and community of the group. This assignment will give you practice supporting and encouraging each voice, leading a team, actively listening to other people's ideas, and integrating various perspectives by collaborating to identify main points and summarizing big ideas in weekly **Collaborative Professional Development Session**. Each role has a purpose in developing specific professional attributes (leader - organizing the flow, setting the tone, determining the agenda; documentor - manage and document information, summarize the ideas of others into a cohesive document; moderator - to manage the time, remind colleagues to stay on-task, maintain a professional and productive session; specialist - to find and contribute research or resources that enhance the topic).

Instructions

Working in a preselected group of peers, you will discuss, dissect, summarize and highlight main points of the week's readings and capture them in a summary presentation that will be shared with the group. Each team member will be assigned a role (leader, documentor, moderator, and the specialist), which will be taken up on a rotating basis. Your colleagues will provide you with feedback that indicates how effectively you engaged in the designated role. You will then reflect on the feedback provided, and indicate how you are going to improve your competency and what skills you will leverage going forward in a weekly audio reflection.

Assessment

Collaborative peers will provide formative feedback on how each group member embodied the role in the group each week. Each student will reflect on the feedback provided at the end of each topic, as well as their own experience in a 3-5 minute audio reflection using Flipgrid.

Peer Rubric:

	5	4	3	0-2 *requires meeting w instructor
Leader	Clearly identifies goals for each session, sets a vision of the tasks and executes them, includes all group members by relying on their strengths and considers all points of view	Sets an effective tone to achieve well-articulated goals for each session. Generally fosters collaboration, and considers the ideas of others. Able to make final decisions	Takes some responsibility for setting goals for each session, sometimes relies on the leadership of others to achieve effective outcomes. Allows others to dominate the group discussions	Lacks ability to identify goals for each session, relies on others to take the lead. Collaboration is not fostered, resulting in incomplete work or tension-filled sessions
Facilitator	Communicates clearly, articulates and maintains expectations of group engagement, manages time effectively and facilitates the achievement of group goals, manages peer engagement with a balance of voices	Communicates effectively, mostly maintains articulated expectations of engagement, time management is adequate for the completion of group goals, actively encourages peer engagement with a balance of voices	Demonstrates some competency in maintaining expectations, expectations may lack clarity; time management was ineffective in achieving group goals, and balancing participant contributions to discussions so all voices are heard and welcome	The ability to communicate expectations, or manage group dynamics is lacking, time management was poorly executed, resulting in incomplete work, group discussions were imbalanced, with certain voices dominating others and some not participating
Resource Manager	Maintains notes, articles and references in a way that is easy to access and summarizes the big themes and learning	Maintains mostly accurate or complete notes, articles and references for future reference	Notes tend to be sparse, and lack some of the main points or discussions, articles or references	The quality and detail of notes and resources are limited to the point they are not a useful reference for the future
Specialist	Contributes research/articles/resources that enhance the breadth and depth of the conversation and group understanding of the topic	References the assigned readings to enhance the knowledge and understanding of the group	Although there are contributions to the knowledge of the group, often relies on others to initiate contributions	There is an absence of participation and contribution to the knowledge of the group

Rubric for providing feedback

	Professionally appropriate	Professionally adequate	Working towards professional competency	Lacks professionalism
References the task	Task-specific language is used to clearly communicate the context for the feedback	Feedback is tied to the task, although it talks around the specific skills/task	Feedback is vague and contains platitudes	Feedback is vague, lacks reference to the context
Acknowledges a strength or contribution of value	A specific strength or contribution is highlighted, including why it was valued	Strengths are shared, but are not explored in relation to the value contributed to the collaborative	Strengths are vague and generalized, lack connection to context	Feedback on strengths resemble platitudes, as they lack purpose and context
Identifies opportunity for growth	Opportunity for skill building is shared in a positive and caring manner, with the focus on competency development	Suggestions for growth are positive, and specific to the task	Areas of growth are vague or nit-picky, and lack connection to the task	Feedback lacks connection to the context and task, reveal lack of thought for competency development
Uses language rooted in learning to practice professionalism in assessment	It is evident the evaluator considers the role within collaboration as well as the professional development	Provides feedback on the role without connecting it to learning purpose and professional competency development	Feedback is provided using a casual approach instead of a professional practice framework	Feedback seems disconnected from the role of developing educator, either through language or content

Self-reflection

Not meeting	Competency	Meeting
	incorporates feedback provided	
	includes personal reflection on the success taking up a role	
	Identifies strategies that contributed to success/challenges	
	identifies next steps for capacity building	
	Identifies connections to teaching and learning, future practice, or instructional design	

Due Date: Ongoing weekly for peer evaluations and reflections

Providing feedback 10%

Reflection 10%

Total 20%

Assignment #3 TPGP

Write your Teacher Professional Growth Plan for 2016/17. Base your plan on 3 goals you want to achieve as a beginning teacher. Include in your plan a thoughtfully prepared rationale as to why these are your three goals. Include in your plan a thorough description of what you intend to do in order to achieve each goal, i.e. what specific strategies and resources you will use to reach each goal. In addition, include your timeline, and how you intend to assess and evaluate whether or not you have achieved each goal. This should be a living document that you will reference and reflect on through FE 700. Your goals should be shared with and discussed with your partner teacher and your university consultant. You will also revisit your TPGP in LTA 700.

Teaching Quality Standard:

Engaging in Career-Long Learning;
Demonstrating a Professional Body of Knowledge;
Adhering to Legal Frameworks and Policies.

Rationale

It is an ATA requirement for teachers to maintain a professional growth plan.

“Teachers have a professional responsibility to keep abreast of new developments in education and to continue to develop their professional practice. In Alberta, every teacher employed by a school system must develop and implement an annual plan for professional growth that outlines the professional development activities the teacher intends to undertake in that year.” (Alberta Teachers Association, 2013)

As you enter your career as a teacher, you will review and submit this document to your principal during annual one-on-one meetings. You will also review your progress in a year-end meeting. It requires you to be reflective on your practice and purposeful in your development. As a pre-service teacher, it probably feels overwhelming to pinpoint three or four goals to focus on, but it is a good exercise nonetheless. It is also a great artifact to include in your professional portfolio.

Instructions

1) Using an established framework (tool 3.1, samples 3.1-3.4) of your choice, reflect on your FE 600 and FE 700a practica to create a professional development plan for the next year. Think about what is required for your success in FE 700 and your first year of teaching.

2) I will review each of your growth plans and will meet with each of you at the end of this course to discuss your progress and continued future goals.

3) This is a Pass/Fail assignment. Your Professional Growth Plan needs to be formatted professionally. This plan should fully elaborate upon 3-4 goals and include, at minimum, the sub-headings indicated in the Rubric

4) Share your TPGP with your partner teacher and your university consultant so they can support your development and provide ongoing feedback and resource suggestions, if needed

Resources:

ATA website and tools for a TPGP: ATA > Members > Programs and Services > TPGP [link](#)
Additional frameworks include Teaching as Leadership <http://www.teachingasleadership.org/>

Assignment #3 - Assessment Rubric

Lacks Sufficient Detail	Evidence	Demonstrates Appropriate Detail
	Evidence of ATA resources incorporated (framework, competencies, exemplars)	
	Goal and objectives (written in active voice with a high-level verb at the beginning)	
	Evidence of Success	
	Timeline	
	Strategies for achieving goal (including what assistance, support, and/or resources are required).	
	Reflections	
Assessment Submission: Google Documents through Google Classroom or Email		

Assignment #4 Case Study

Alberta Teaching Quality Standard:

Engaging in Career-Long Learning;

Demonstrating a Professional Body of Knowledge;

Adhering to Legal Frameworks and Policies.

Rationale

Teachers should be attentive observers of behaviours, context, learning and social interactions. To make sound decisions, teachers should be trying to understand the complexities of the classroom, students, and learning. Case studies provide a comprehensive qualitative examination of the intricacies that influence student development. A case study describes the context for an inquiry (classroom organization, school visions and mission, teacher expectations and discipline policy), the participants (teachers, assistants, students), an issue to examine (behaviour), and questions to pursue.

Instructions

Students will create a case study (approximately 2 pages, no more than 3) that provides a context, participants, targeted behaviour to examine and questions to explore that is rooted in LTA 600 content. Executive Functions and learning should be central to the inquiry, as a study of targeted social, emotional and behavioral supports to facilitate learning for all students in inclusive classrooms.

Assessment:

Professional, education-related language should be used.

The context has been described with enough detail to indicate the learning theory that guides practice.

Participant profiles (2-3 targeted) include behaviour, social skills, and learning needs

Executive Functions, learning theory and application are all included in the case study and the inquiry questions.

Tier 1 and Tier 2 design considerations have been included/addressed

Due Date: November 4, 2017

Assessment Submission: Google Drive or email

Assignment #5 Lesson Plan and Presentations

From our study of learning theory, executive function, and the program of study, you will **design 1 lesson plan** that you would deploy to achieve one or more intended learning outcomes (approximately 2 pages). Templates will be available on Moodle and will be available for students.

Alberta Teaching Quality Standard:

Fostering Effective Relationships;
Engaging in Career-Long Learning;
Demonstrating a Professional Body of Knowledge;
Adhering to Legal Frameworks and Policies.

Rationale

When designing a lesson, there is more to consider than just objectives, classroom management, instructional strategy, content, and assessment. From your FE 600 experience, you know that there are many other variables that need anticipating and mitigating. You need to set up the learning environment in a way that best supports the one thing that you cannot really control: **student executive function**. As teachers, we have the responsibility to help students learn strategies for self-initiation, restraint, thinking, attention, planning and organizing, managing time, and using their memory. The best way to do that is to integrate those strategies into everyday classroom activities and lessons. This assignment will give you a chance to apply what you have learned in the group tutorials by **designing lesson plans that explicitly support executive function**.

Instructions

Choose a grade level and subject from the four core areas (math, ELA, science or social studies). Build a 45-60 minute detailed lesson plan that includes at least some direct instruction or delivery of instructions to the whole group, and some independent working time for the students. You may use a lesson plan template that will be available to students on our Moodle shell.

Your lesson plan must provide evidence of:

- The objective of the lesson and how it fits within the Alberta Program of Studies.
- How student learning is embedded, assessed and/or evaluated
- How you will address at least **4 of the 13** (executive skills that Kaufman (2010) lists in his book (pp. 3-8) per lesson plan with each plan addressing different executive skills.
- Any assessment strategies, templates or guides you will provide the students.
- A detailed timeline that reflects what students can achieve in that time frame.

You may wish to identify a couple of students that struggle with particular areas of executive functioning and what you will do to accommodate them, or you may provide supports that work for the entire class.

You will need to present your lesson plan to your peers as indicated below. A sign-up sheet will be available. This presentation should be engaging, concise and creative. You will have a maximum of 10 minutes to highlight the parts of your lesson plan that showcase your abilities as an architect of learning and meeting student needs.

Assessment (Rubric): To be developed as a class.

Due Date: December 4, 2017

Assignment #6: Learning Journey

Alberta Teaching Quality Standard:

Engaging in Career-Long Learning;
Engaging in On-Going Critical Reflection

*Demonstrating a Professional Body of Knowledge;
Applies current and comprehensive repertoire of effective planning;*

Rationale

Teachers are required to engage in ongoing reflection and self-evaluation of their teaching practices, and share their growth with their administrator on a yearly-basis. Being able to identify areas of growth in professional competency and share that growth in a meaningful way is important to their practice. Considering how their own learning will be applied to the classroom is an important component of being a life-long learner and demonstrating a professional body of knowledge. This assignment will give you a chance to reflect on your own professional development, apply what you have learned in your collaborative groups, class discussions and readings by creating a **Learning Journey** that represents your reflections, questions and understandings.

Instructions

You will create a visual representation, supported by comments, observations, reflections and/or artifacts, that demonstrates your learning journey through LTA 500. Referencing the class discussions, readings, and your own experiences, you will compile a chronological development of your learning that represents what assumptions/knowledge you started the course with, and how various tasks challenged, affirmed, or maintained ambiguity your knowledge. This learning journey can be done using paper, colour, pictures, reflections, etc., or it can be completed online using a visual tool of your choice.

Assessment

Will be a collectively created checklist that includes the following components

___ Identification of at least 4 key learning moments in the course	___ Evidence of close questioning of text, discussions, conversations or experiences	___ Evidence of connecting learning to classroom experiences in FE 500, 600 or 700A	___ Evidence of making connections to other sources (blog, article, video, podcast)
___ Evidence of evolving philosophy of learning	___ Evidence of connection to exceptional learners as opportunities for inclusion	___ Questions that have emerged, with answers as they have emerged	___ Personal creativity in the presentation of the journey

Due Date: December 15, 2017

Assessment Submission: In person on or before class December 15th, Google Docs, or link to website/app via email

Attendance:

It is the expectation that all students will attend class and be on time. Please inform me if you know you will be away. Students are responsible for their own learning and are required to remain current with all information covered during class. Assignments are to be submitted on or before the due date. Extensions for assignments will only be granted for serious medical situations or extenuating circumstances.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

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 college. 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.

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

