Course ID:	Course Title:	Fall 2020
LTA 600	Application of the Principles and Applications of Learning Theory	Prerequisite: LTA 500, FE 500, 600
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	**Instructor:**	Tammy Dikeman, BEd, MALA	**First day of classes:**	Wed, Sept 9
Days:	**Room:**	**Email:**	tammy.dikeman@ambrose.edu	**Last day to add/drop, or change to audit:**	Sun, Sept 20
M 12-2:45	*Group 1 A1085-1*	**Phone:**	403-975-4304	**Last day to withdraw from course:**	Fri, October 2
T 8:30-11	*Group 2 RE 110*	**Office:**	N/A	**Last day to apply for coursework extension:**	Mon, October 19
W 8:30-11	*online*	**Office Hours:**	Online, by appointment	**Last day of classes:**	Friday, Nov 6
		Twitter	@tdikeman		

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 are appreciated, so unanswerable questions as wicked problems are welcomed and encouraged. However, the primacy of recognizing and challenging disabling practices, planning for inclusion, and teacher accountability to all students will be expected. The planning you do during this course can be used in your FE 700 placement.

Teacher Quality Standards Addressed

1. Demonstrates the ability to engage in career long learning

Provide evidence the pre-service teacher engages in collaboration to build expertise and capacity to support student success in inclusive, caring, respectful and safe environments potentially through the critical evaluation of educational research, engaging technology and enhancing understanding student diversity.

2. Demonstrates a Professional Body of Knowledge

Builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

3. Fostering Effective Relationships

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

4. Establishing Inclusive Learning Environments

Establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

5. Adhering to Legal Frameworks and Policies

Demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system

Program Requirements

Requirement	Connected Topics	Content Addressed
Literacy development 12 hours	Executive Functions and reading and writing	The neuroscience related to EF and their impact on reading and writing
Numeracy development 12 hours	Executive Functions and numeracy	The neuroscience related to EFs and their impact in numeracy and mathematical thinking
Canadian Studies 6 hours	First Nations, Cultural influences on literacy and numeracy	Broadening curriculum interpretation and the inclusion of First Nations, Metis, and Inuit histories and world views, especially related to beliefs about learning

Expected Learning Outcomes

Learning outcomes:

By the end of this course students will be able to

- Develop a foundational understanding of executive functions and how they relate to teaching and learning
- Identify some of the ways executive functions support cognitive tasks as well as ways deficits interfere with learning to read, write, engage in mathematical and spatial tasks
- Will develop an understanding of teacher as designer of inclusive classrooms through universal design for learning, Response to Intervention, and assessment strategies
- Begin to analyze student academic progress and behaviour in order to make informed decisions and implement practices that mitigate student lags and deficiencies in executive functions
- Critically evaluate assumptions around the notions of special education, student success/failure, disabilities versus capabilities approaches to learning, and best practices in teaching through understanding of executive functions, academic, and behavioural interventions
- Apply strategies, scaffolds, and supports to foster strength-based teaching practices for all students in inclusive classrooms
- Will begin to develop both a theoretical understanding and practical application of strategies for Tier 1 and Tier 2 interventions for student success in inclusive classroom, especially as they relate to learning to read and acquiring numerical skills

Professional Expectations:

- Take ownership of your learning and professional journey
- Complete all the readings according to the schedule – expect 3-5 hours per week

- Treat your peers as professional colleagues
- Submit assignments in a timely manner, using the indicated due dates to guide you in your time management.
- 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) on breaks or 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.)

Textbooks

The following textbooks will be referenced and used to guide the practical work of the course:

1. Valle, J. W., & Connor, D. J. (2019). *Rethinking disability: A disability studies approach to inclusive practices*. Routledge.
2. Strosnider, R., & Sharpe, V. S. (2019). *The Executive Function Guidebook: Strategies to Help All Students Achieve Success*. Corwin Press.

*You will also be expected to reference and utilize the *Alberta Program of Studies, Making a Difference,* along with any of the numerous publications available from the Alberta Teachers' Association, Alberta Education the Alberta Assessment Consortium, TC[2,], Elder in The Making, and the various learning Consortia in Alberta (Edmonton Regional, Calgary Regional, Argyll Learning, for example).

Course Schedule

Day	Cohort mode of delivery Group A	Cohort mode of delivery Group B
Monday	In-class	Off-line
Tuesday	Off-line	In-class
Wednesday	Online together	Online together

Topic intro	Guiding Topics *How do we give kids access to hope and self-respect?*	Grounded in the following discussions *How do we think about student experiences as a way of honouring and supporting student learning?*
Topic 1 Sept 8	Course overview Orientation to the Course Technologies Inclusion	Syllabus Alberta Inclusion documents
Topic 2 Sept 14	Teachers can use frameworks, such as RTI, to design for learner variability to minimize disabling practices.	Introduction to Multi-tier intervention design, RTI: UDL/Tier 1, UBD Intro to Executive Functions
Topic 3 Sept 21	There are neurological processes that create learner variability in developing literacy. *How do teachers intentionally plan for diverse*	Intro to Tier 2 design Accommodation/intervention/ modification conversation Assessing & Supporting EFs

	student learning needs? How might we expand literacies to support all students?	Cultural considerations and languages
Topic 4 Sept 28	There are neurological processes that create learner variability in developing numeracy. *How do teachers intentionally plan for diverse student learning needs? How might we expand mathematical experiences to support all students?*	Intro to Tier 2 design Accommodation/intervention/ modification conversation Assessing & Supporting EFs Cultural considerations and languages related to mathematical thinking and processes
Topic 5 Oct 5	Applying principles of UDL to math and literacy development	
Topic 6 Oct 12	What supports do students require for organization – of materials, of thinking, and implementing across situations?	EF and Organization Tier 1 and tier 2 design considerations
Topic 7 Oct 19	How do EFs support social skill development and healthy relationships? How do we help students develop social and interpersonal skills?	EF and Social Skills Notions of Motivation, Culture, and Tier 1 and tier 2 design considerations
Topic 8 Oct 26	What are wise practices in education for minimizing student struggles related to executive functions? How might teachers remove barriers so students succeed?	Assessment practices for equity Tier 1 and tier 2 design considerations
Topic 9 Nov 2 Assignment Due Nov 4	What changes might you make to your practice in FE 700? Planning for your return to practicum	Considerations for FE 700

Please note the following programming dates:
September 8th: First Day of Classes
September 15th: Convocation Chapel
October 7th: Spiritual Emphasis Day (no classes)
October 12th: Thanksgiving Monday

Requirements:

Please note, these criteria may be adjusted in response to how the class evolves if needed.

ASSESSMENT	%	DUE DATE
Learning Task #1: Teacher Professional Growth Plan	20%	September 21, 2020
Learning Task #2: Literacy or Numeracy Map	40%	October 14, 2020

Learning Task #3: Journey Map Reflection	40%	Check-in Oct 5, 2020 November 4, 2020

Note: each assignment is intentionally assessed using a different type of rubric and will be discuss.

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 own professional development as your students teach you and you encounter new interests. As a pre-service teacher, it probably feels overwhelming to pinpoint three goals to focus on, but it is a good exercise, nonetheless. Note, as this is an assignment that requires you to engage in self-reflection, pedagogical frameworks, and course work, the content of this assignment will likely exceed what your partner teacher would submit to their administrator. In the context of this assignment, the TPGP is a thinking and reflection tool for you to ground your coursework. It is also a great artifact to include in your professional portfolio.
Write your Teacher Professional Growth Plan for this term. 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. Also include a thorough description of what you intend to do 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 can submit this assignment in your exit presentation and include it in your application portfolio.

Instructions
1) Using one of the following Alberta Education established frameworks (tool 3.1, samples 3.1-3.4), reflect on your FE 600 placement and evaluation feedback and on your own goals for your FE 700 practicum 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) Include a justification for your goals and evidence of success with the document to provide context for your professional development plan. This context would normally be discussed in person with your school administrator when they meet with you to determine how they can support your professional development and provide feedback or suggestions on your TPGP.

Additional Notes:

It is strongly recommended that you engage your mentor in this process

Your Professional Growth Plan needs to be formatted professionally. This plan should fully elaborate upon 3 goals and include, at minimum, the sub-headings indicated in the Rubric.

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/

Due Date: September 21, 2020

Assessment Submission: preferably a hard copy submission due in class

Notes and feedback	Evidence	Comments/Evaluation
	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 what Success looks like	
	Reflections on relevance, valuable, applicability	
	Specific strategies for achieving goal (including what assistance, support, and/or resources are required)	

Assignment #2: Literacy or Numeracy Plan

Teaching Quality Standard:

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

Rationale

Alberta Education has identified numeracy and literacy as primary educational goals for all students. Our partner school districts have also include numeracy and literacy as focal outcomes for students and teachers. Developing a research- and -evidence based understanding of factors that underly the development of both skills are important teaching foundations for teachers in all grades. Articulating an understanding of the theory behind each and conceptualizing a plan that draws on wise practical and theoretical knowledge ensures teachers have a core practice in which to ground inclusive teaching.

Instructions

You are required to develop a set of foundational practices in one stream of literacy or numeracy. This plan will be demonstrate how you envision learners will develop a math concept found in the Program of Studies and Literacy and Numeracy Progression from the lens of learning theory. You should consider how you will pre-assess, develop, reinforce, assess, and support students in a self-selected grade level topic. You will focus on the learning processes and strategies to support learning as well as the sequence of conceptual and procedural knowledge that you are

developing to support the variability of learners expected in classrooms. You will use UDL and a tier 2 progressive support model to describe how you will design your practice to support all students as they develop core concepts and executive functions. This can be shared as a brainstorm or a clean draft, as long as it is legible and your instructor can interpret your intent and assess the required components. This assignment is intended to be meaningful to you, so you encouraged to use a platform that helps you communicate your plan. Ideally the plan you develop can be applied in part to your field experience, so you are encouraged to engage your mentor as well as your partner teacher if possible.

Assessment

We will co-construct this assessment in class. Evidence of the outcomes will include sound understanding of the processes that contribute to the development of literacy and numeracy, diversity, progressive supports, assessment practices, and an assessment tool.

Due Date: October 14, 2020
Assessment Submission: In person or electronically by October 14th, 2020

Assessment criteria checklist and feedback rubric:

To be co-constructed using the following as a guideline:

Rubric

	Mastery + A+	Mastery A	Progressing A-	Progressing B+	Emerging B/B-
Development of literacy or numeracy skills					
Diversity in modes of engagement					
Progressive supports					
Assessment practices					
Summative assessment tool					
Other (First Nations connections, cultural influences, play/messy math, manipulatives, community connections, etc)					

Assignment #3: Learning Journey

Alberta Teaching Quality Standard:

Engaging in Career-Long Learning;
Demonstrating a Professional Body of Knowledge;

Establishing Inclusive Learning Environments;
Adhering to Legal Frameworks and Policies.

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 demonstrate your learning journey through LTA 600. 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 and how the course content will influence your future practices. This learning journey can be done using paper, colour, pictures, reflections, etc., or it can be completed online using a visual tool - videos, web tools, Assistive Technologies - of your choice. You should be personally creative which means that you are engaging in a process that is new to you and challenges you to work outside of your comfort zone.

Assessment
You will be provided a checklist and rubric to guide your overall design. Creativity, clarity of ideas, evidence of reflection, and identification of moments of growth/tension are prioritized in the assessment of this assignment.

Due Date: December 11, 2019, to be shared in class
Assessment Submission: In person on or before class December 11th, Google Docs, or link to website/app via email

Assessment criteria checklist and feedback rubric:

Creativity, clarity of ideas, evidence of reflection, practical application of learning theories and identification of moments of growth/tension are prioritized in the assessment of this assignment.

Checklist:

____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 and practices 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

Rubric

	Mastery + A+	Mastery A	Progressing A-	Progressing B+	Emerging B/B-

Identification of at least 5 learning moments rooted in topics addressed in the course					
Evidence of critical analysis (contemplation, connections, wonders or questioning)					
Evidence of the ability to identify evolution of thinking					
Evidence of connection to exceptional learners and learner variability as a norm as opportunities for inclusion					
Evidence of future applications in teaching practices of professional development					
Personal Creativity					

Grade Summary:

Resubmissions: students are encouraged to share their assignments with peers for feedback prior to submission, using the rubric to practice reading and assessing using criteria in an assignment. If you want feedback from the instructors, evidence of feedback from a peer **must be included** with a specific request for targeted feedback at least 4 days prior to the due date. A general request for feedback or affirmation is not an adequate request. Resubmissions will be considered, but must be based on the application of feedback, not just the inclusion of feedback. In some cases, this may require the creation of new content to demonstrate the student's independence in the outcome.

A+	Mastery +
A	Mastery
A-	Progressing
B+	Progressing
B to B-	Emerging
C+ to C	Beginning
C- to F	Limited

Assessment – achievement criteria:

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 learning theory that has resulted in a comprehensive design for inclusion based in diverse learning needs and strengths. There are significant examples of opportunities and resources to meet diverse student needs, 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 and theories that shape learning theory 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 relating to learning theory, diverse needs, and inclusive practices. 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 of learning and teacher practices and beliefs are explored in a nuanced way that demonstrate a willingness to critically examine student experiences in one's classroom.

A- (Progressing): *Progressing* 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 some 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+(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, learning design, and student needs 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 in how they might be modified to address unique contexts, students, or pedagogy.

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

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.

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.

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.

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

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

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

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

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

Mental Health Support

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

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

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

Sexual Violence Support

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

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

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