

LTA 600

Understanding & Application of Learning Theory to Educational Practice

Semester: Fall, 2016

Days: Mon., Tues., Wed

Start/End: Oct. 3–Dec. 14, 2016

Room: RE 110

Time: Mon. 12:00-3:00 pm

Tues. 8:15-10:15 am

Wed. 8:15-10:45 am

Number of credits: 6

Prerequisite:

LTA 500

Instructor: Prof. Karen Dittrick

Email: kdittrick@ambrose.edu

Office: 403-410-2000

Office hours: By appointment

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). Prerequisite: LTA 500

Course Focus:

The focus of this course is the **understanding** and **application** of learning theory to teachers' design of the conditions that would contribute to children's learning. It is an intensive 6-credit course that is compacted over eleven instructional weeks and the workload will reflect this. Students will build on the foundational knowledge of theory that was gained in LTA 500 and continue to develop competencies as 'architects of learning'. During this course, you will examine topics that include literacy and numeracy, transfer of learning, expertise and understanding, executive functioning, technology, assessment and inclusion. You will have the opportunity to design two lesson plans, one unit plan and an Individualized Learning Plan (IPP) that reflect theories of learning and the Alberta Program of Studies.

Important Dates:

First day of classes:

October 3, 2016

Assignment

Due Dates:

Assignment #1: Ongoing

Assignment #2: October 12

Assignment #3A: October 26

Assignment #3B: November 9

Assignment #4: November 30

Assignment #5: December 12

Tutorials:

Wednesday, October 5

Wednesday, October 12

Wednesday, October 19

Wednesday, October 26

Wednesday, November 2

Tuesday, November 8

Wednesday, November 16

Wednesday, November 23

Wednesday, November 30

No Classes:

Monday, October 10

Further Course Information:

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.



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.

Potvin, B., Rehn, N., Peat, D. (2014) *Ten Strategies for Building Community With Technology*. Canada; British Education Inc.

Other Reading and Recommended Resources

* 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.

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.

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.

Evaluation

ASSESSMENT	%	DUE DATE
Assessment #1: Professionalism (grade yourself and support it)	15%	On-going
Assessment #2: Teacher Professional Growth Plan	P/F	October 12, 2016
Assessment #3: 3A: Lesson Plan and Presentation 3B: Lesson Plan and Presentation	10% 10%	3A: October 26, 2016 3B: November 9, 2016
Assessment #4: IPP and Presentation	30%	November 30, 2016
Assessment #5: Unit Plan	35%	December 12, 2016

Course Topics:

Alberta Teaching Quality Standard

LTA 600 will help students continue to develop the competencies of the Alberta Teaching Quality Standard in the following ways:

		Looks Like:
Fostering Effective Relationships	A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.	Acting consistently with fairness and integrity.
		Demonstrating empathy and a genuine caring for others.
		Providing culturally appropriate and meaningful opportunities for students and for parents guardians, as partners in education to support student learning.
		Inviting First Nations, Metis, and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom.
		Collaborating with community service professionals, including mental health, social services, justice, health and law enforcement.
		Honoring diversity and promoting understanding of diverse learner needs.
Engaging in Career-Long Learning	A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.	Collaborating with other teachers to build personal and collective professional capacities and expertise.
		Actively seeking out feedback to enhance teaching practice.
		Building capacity to support student success in inclusive, engaging, caring, respectful and safe learning environments.
		Seeking, critically reviewing and applying educational research to improve practice.
		Enhancing understanding of First Nations, Metis, and Inuit worldviews, cultural beliefs, languages, and values.
Maintaining an awareness of emerging technologies to enhance knowledge and inform practice.		
Demonstrating a Professional Body of Knowledge	A teacher applies current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.	<p>Planning and designing learning experiences that:</p> <ul style="list-style-type: none"> • address the learning outcomes and goals outlined in provincial legislation and programs of study; • address the diverse learners needs of each individual; • reflect short, medium and long range planning; • incorporate a range of assessment strategies, instructional strategies and learning theories, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students; • ensure that all students continuously develop skills in literacy and numeracy; • communicate high expectations for all students; • foster student understanding of the link between the task and the intended learning outcomes; • consider relevant local, provincial, national and international contexts and issues; • are varied, engaging, and relevant to students; • building student capacity for collaboration, critical thinking, creativity, problem solving, and communication;

		<ul style="list-style-type: none"> • incorporate digital technology and resources, as appropriate, to build student capacity for: <ul style="list-style-type: none"> - acquiring, applying and creating new knowledge - communicating and collaborating with others - critical thinking; and - assessing, interpreting and evaluating information from diverse sources • consider student needs, interests, and abilities <p>Using instructional strategies and learning theories to engage students in meaningful learning tasks based on:</p> <ul style="list-style-type: none"> • specialized knowledge of the subject areas they teach; • an understanding of students’ backgrounds, prior knowledge and experiences; <p>Applying student assessment and evaluation practices that:</p> <ul style="list-style-type: none"> • accurately reflect the learner outcomes within the program of study; • generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; • provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; • provide accurate, constructive and timely feedback on student learning; and • support the use of reasoned judgment about the evidence used to determine and report student learning. •
<p>Establishing Inclusive Learning Environments</p>	<p>A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</p>	<p>Fostering equality and acceptance with respect to age, ethnicity, culture, religious belief, gender identity, gender expression physical ability, cognitive ability, family status, and sexual orientation.</p> <p>Using appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth.</p> <p>Communicating a philosophy of education affirming that every student can learn and be successful.</p> <p>Being aware of and facilitating responses to the emotional and mental health needs of students.</p> <p>Recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists/para-professionals to design and provided targeted and specialized supports to enable achievement of the learning outcome(s).</p> <p>Employing classroom management strategies that promote positive, engaging learning environments.</p> <p>Incorporating students’ personal and cultural strengths into teaching and learning.</p> <p>Providing opportunities for student leadership.</p>

<p>Applying Foundational Knowledge about First Nations, Metis, and Inuit</p>	<p>A teacher develops and applies foundational knowledge about First Nations, metis and Inuit for the benefit of all students.</p>	<p>Understanding the historical, social, economic and political implications of:</p> <ul style="list-style-type: none"> • treaties and agreements with First Nations; • agreements with Metis; and • residential schools and their legacy <p>Supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Metis and Inuit education.</p> <p>Using the programs of study to provide opportunities for all students to develop knowledge and understanding of, and respect for the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Metis and Inuit.</p> <p>Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis, and Inuit.</p>
<p>Adhering to Legal Frameworks and Policies</p>	<p>A teacher demonstrates an understanding of an adherence to the legal frameworks and policies that provide the foundations for the Alberta Education system.</p>	<p>Maintaining an awareness of, and responding in accordance with, requirements authorized under the School Act and other relevant legislation.</p> <p>Engaging in practices consistent with policies and procedures established by the school authority.</p> <p>Recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.</p>

Assignments:**Assessment #1 - Professionalism (15%)****Alberta Teaching Quality Standard:****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.

Assessment Rubric

	Exemplary	Almost always	Below expected
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

Due Date: Ongoing

Assignment #2 - Professional Growth Plan (Pass/Fail)

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. (2 pages single spaced).

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 can expect that this document will be discussed with your principal during annual one-on-one meetings. 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 of your choice, reflect on your FE 600 practicum to create a professional development plan for the next year. Think about what is required for your success in FE 700 and also your first year of teaching.
- 2) Use the resources on the ATA website as a guide: www.teachers.ab.ca. You find them in the <Professional Development> section which is under the <Member> tab.
- 3) 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.

Additional frameworks include:

- Teaching as Leadership <http://www.teachingasleadership.org/>

Assignment #2 - Assessment Rubric

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 the following sub-headings (at a minimum):

- 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

Due Date: October 12, 2016

Assignment #3 (3A and 3B) : Lesson Plan and Presentation (20%)

From our study of learning theory, executive function, and the program of study, you will **design 2 lesson plans (3A and 3B – 10% each)** 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 10-15 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: 3A Due: October 26, 2016

Due Date: 3B Due: November 9, 2016 (Presentation Nov. 14 – Choice of Literacy or Numeracy)

Assignment #4: Individualized Program Plan (IPP) (30%)

Alberta Teaching Quality Standard:

Fostering Effective Relationships; Engaging in Career Long Learning; Demonstrating a Professional Body of Knowledge; Establishing Inclusive Learning Environments; Applying Foundational Knowledge about First Nations, Metis, and Inuit; Adhering to Legal Frameworks and Policies.

Rationale:

Each student identified as having special education needs must have an IPP. Students with special education needs, as described in section 47(1) of the *School Act*, are those students who are in need of special education programming because of their behavioural, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics.

An IPP is a written commitment of intent by the learning team to ensure appropriate planning for students with special education needs. It is a working document and a record of student progress that contributes to a common understanding and coordination of efforts. The *Standards for Special Education, Amended June 2004* defines an individualized program plan as: “a concise plan of action designed to address students’ special education needs, and is based on diagnostic information which provides the basis for intervention strategies ...” (p. 4).

Instructions:

From the case study that will be examined during class, each student will create an Individualized Program Plan for the student described in the case study. Your task is to address the specific special education needs of the learner and create an assessment and learning plan for the child.

Your IPP must include (as per the guidelines of Alberta Education):

<https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf>

- Student information (as per the case study)
- assessment data (diagnostic assessment data used to determine special education programming and services)
- current level of performance and achievement
- identification of strengths and areas of need
- measurable goals and objectives
- time lines
- procedures for evaluating (assessment) student progress
- identification of coordinated support services
- relevant medical information
- required classroom accommodations
- transition plans
- formal review of progress at regularly scheduled reporting periods
- year-end summary
- a space for parent signature to indicate informed consent.

IPP Assessment Rubric: To be developed as a class.

Due Date: November 30, 2016

Assignment #5: Unit Plan (35%)**Alberta Teaching Quality Standard:**

Fostering Effective Relationships; Engaging in Career Long Learning; Demonstrating a Professional Body of Knowledge; Establishing Inclusive Learning Environments; Applying Foundational Knowledge about First Nations, Metis, and Inuit; Adhering to Legal Frameworks and Policies.

Rationale

Planning for instruction takes practice and time. This assignment will provide you another opportunity to practice designing an entire unit for delivery in an elementary or middle school classroom. You will also be given the opportunity to present your plan to your peers in an engaging and concise oral presentation. This is great interview practice! Your unit plan must reflect your developing philosophy of education, your understanding of learning theory, and your ability to design inclusive activities and assessment. Hopefully, you will be able to use this unit plan in your upcoming FE700 practicum.

Instructions:

You are required to design a unit plan that guides your instruction of one core subject (Math, Social Studies, Science or Language Arts) taught over a one-month period. Your plan must show some cross-curricula integration.

You may select the grade level and context, but I suggest you choose something you can use in your upcoming FE 700.

As an ‘architect of learning experiences’, you must demonstrate your ability to design a learning environment that aligns with Alberta Program of Studies, accommodates a diverse range of student learning needs, incorporates cross-curriculum connections, inquiry, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology. There should also be evidence of strategies to support executive function.

You may use a template of your choice.

Your plan must include:

- Outline of the chosen context
- Summary of the outcomes and objectives (KSAs), indicating cross-curricula connections
- Assessment (for, of, and as learning; formative and summative Key learning tasks
- Timelines
- Resources
- Choice of instructional approach(es)
- Avenues to connect with home and school
- Strategies to differentiate for diverse pupil needs (drawing upon your understandings of Executive Functioning)
- Preferred physical layout of the classroom
-

Unit Plan Assessment Rubric: To be developed as a class.

Due Date: December 12, 2016

LTA 600 - Group Tutorials

Objective: Following the readings and peer study, you will be able to:

- Explain executive functioning and how it affects learning
- Identify strategies that improve functioning and self-regulation for students
- Anticipate the variables that exist during classroom lessons and prepare strategies around them (giving instructions, maintaining attention, teaching active listening).

There are nine group tutorials in LTA 600. These tutorials will work much like a book study, with the text “Executive Function in the Classroom” (Kaufman, 2010). You will work in small groups and each week, there will be a discussion leader assigned. Following your study time as a group, you will come back to the larger group and present to the group your new understandings and how you will use this information to positively impact your teaching and enhance student learning. You will have 10-15 minutes to complete your presentation.

Responsibilities of the group members:

- Read the assigned chapters.
- Participate in group discussions and any activities designed by your group leader.

Responsibilities of the discussion leader:

- Read the assigned chapters.
- Lead the group discussion for 90 minutes using the corresponding chapter questions.
- Focus the discussion and move it forward.
- Give feedback and encouragement.
- Contribute at least one critical question or activity of your own. Critical question(s) are those that:
 - Check the validity of authorship
 - Identify underlying assumptions and values
 - Link to personal experience
 - Predict the implications of your reasoning
 - Empathize with multiple perspectives
 - Must be settled with argumentation
- Sum up and debrief.
- Capture/document the discussion in a format of your choice and email it to kdittrick@ambrose.edu within 24 hours.

Tutorial Dates:

Wednesday, October 5	(Chapters 1)	8:15-9:30 am
Wednesday, October 12	(Chapters 2,3)	8:15-9:30am
Wednesday, October 19	(Chapters 4)	8:15-9:30am
Wednesday, October 26	(Chapter 5)	8:15-9:30am
Wednesday, November 2	(Chapter 6)	8:15-9:30am
Tuesday, November 8	(Chapter 7)	8:15-9:30am
Wednesday, November 16	(Chapter 8)	8:15-9:30am
Wednesday, November 23	(Chapter 9)	8:15-9:30am
Wednesday, November 30	(Chapter 10)	8:15-9:30am

Ambrose Grade Summary:

The available letters for course grades are as follows:

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

Because of the nature of the Alpha 4.00 system, there can be no uniform College-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 no longer mailed out.

Important Notes from Ambrose

Policies:

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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to 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. These courses will not appear on the student's transcript. 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 by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's 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.

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) 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 engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please 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. 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, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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 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.

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 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.