Course ID:	Course Title:		Fall 2021
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:**	Dr. Kathy Crawford, BEd, MEd, EdD	**First day of classes:**	Oct 4, 2021
Days:	**Room:**	**Email:**	kcrawford@ambrose.edu Kcrawfofd@education.ambrose.edu	**Last day to add/drop, or change to audit:**	Oct 17, 2021
M 1-3:30	*online*	**Phone:**	403-210-4000 ext 6908	**Last day to withdraw from course:**	Nov 22, 2021
T 8:30-11	*110*	**Office:**	RE 148	Last day of classes:	Dec 10, 2021
W 1-3:30	*110*	**Office Hours:**	Online or Tuesday over lunch		
		Twitter	@KC_Educator @Ambrose_BEd		

Important Dates and Information

September 30th: Reconciliation Day
October 6; Deeper Life Conference, no classes
October 11: Thanksgiving
November 8-13: Fall Break
December 10: Last Day of Classes

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).

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.

6. 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

- To develop a disposition of inclusion that assumes diversity and learner variability as the norm using universal design for learning, Response to Intervention, and thoughtful assessment practices
- Apply learning theory to inclusive teaching practices including planning, instruction and assessment rooted in learner variability
- Investigate facets of literacy and numeracy rooted in multiple and contextually relevant theories of learning with special attention to neuroscience and brain-based instructional design
- Demonstrate the ability to identify and evaluate strategies for teaching and supporting students using responsive and supportive practices

Professional Expectations:

- Take ownership of your learning and professional journey
- Treat your peers as professional colleagues
- 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

Required Textbook:

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.

The following textbook 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.

Additional Resources:
[Alberta Education Programs of Study](#) (Alberta Education)
LTA 600 Playlist (accessible in LTA 500 Google Classroom)

*You will also be expected to reference and utilize the Ambrose Library resources, *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
Monday	On campus with some asynchronous dates
Tuesday	On campus
Wednesday	On campus

Topic intro	Guiding Topics *How do we ensure kids experience hope, dignity, and belonging?*	Grounded in the following discussions *How do we think about student experiences as a way of honouring and supporting student sense of self?*
Topic 1 Oct 4	Course overview Orientation to the Course Technologies Inclusion	Syllabus Alberta Inclusion documents
Topic 2 Oct 12	Teachers can use frameworks, such as RTI, to design for learner variability to minimize disabling practices. There are neurological processes that create learner variability in developing literacy. *How do teachers intentionally plan for diverse student learning needs? How might we expand literacies to support all students?*	Introduction to Multi-tier intervention design, RTI: UDL/Tier 1, UBD Intro to Executive Functions Intro to Tier 2 design Accommodation/intervention/ modification conversation Cultural considerations and languages
Topic 3 Oct 17	Applying principles of UDL to literacy development *How does neuroscience help us understand good practices and learner variability for diverse learners as they develop literacy/*	The underlying cognitive processes that lead to learner variability in language thinking Literacy frameworks Rote versus Conceptual frameworks for /reading/writing Designing for learner variability through Tier 1/UDL and Tier 2 frameworks
Topic 4 Oct 24	Applying principles of UDL to math development *How does neuroscience help us understand good practices and learner variability for diverse learners as they develop numeracy?*	The underlying cognitive processes that lead to learner variability in numerical thinking Numeracy frameworks Rote versus Conceptual frameworks for math

		Designing for learner variability through Tier 1/UDL and Tier 2 frameworks
Topic 5 Nov 1	Assessment for equity for all students. *How do we design for equitable teaching through assessment practices?*	What are considerations for assessing students - including formative, summative, and diagnostic tools?
Topic 6 Nov 15	Overview of Cognitive EFs, role of memory and processing for planning ad organization. *What supports do students require for cognitive executive functions? Including organization – of materials, of thinking, and implementing across situations?*	Executive functions related to memory, processing, organization, attention and academic task completion
Topic 7 Nov 28	Overview of Emotional Executive Functions. *How do EFs support social skill development and healthy relationships? Do we help students develop social and interpersonal skills? How do EFs contribute to emotional development and regulation?*	Personal/societal expectations and beliefs about student need for emotional regulation and how do pedagogical beliefs shape discussions and practices around classroom management EF and Social Skills Notions of Motivation, Culture, Belonging
Topic 8 Dec 4	Core Strategies *What core strategies are most beneficial to a breadth of students in equitable elementary classrooms?*	

Requirements:

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

ASSESSMENT	%	DUE DATE
Learning Task #1: Case study	30%	October 21, 2021
Learning Task #2: Assessment Reflection and Revisioning	30%	November 17, 2021
Learning Task #3: Literacy or Numeracy Learning Map	40%	December 8, 2021

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

Grade Summary:

Assessment – achievement criteria:

A- to A+ requires thoughtful reflection on the overall significance of learning theories, their application, and the consequences of their design in both a teaching context and at a societal level. Exploration of the complexity of theories of learning, the inclusion of personally-sourced research, and connections between CDPD, FE, LTA, and SCMP is evident for accomplished or mastery assessment.

A- 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 other course work in the program. 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. 4.0

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. 4.0

A- (Accomplished): 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. There is evidence of thinking about student experiences, often through the lens of inclusion, however they tend to be more superficial or remedial. More complex thinking about learning theory and the ways various theories of learning and implemented is often provoked through feedback or provocations rather than through independent sourcing of new resources or external stories. 3.7

B- to B+ indicates the task has been fulfilled with most requirements met to varying degrees of proficiency. The content may be limited to what was shared in class, may lack reflection on the impact of learning theories on students and/or society, or may be limited in its consideration of research.

B+(Progressing): the task fulfills the basic 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. 3.3

B (Emerging): the task fulfills the basic 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. 3.0

B- (Basic): the task meets some of the requirements of the task, but is incomplete or lacking organization. Content discussed has minimal connection to class topics, readings, or theories of learning in a classroom setting. There is minimal to no reference to research, the relevance or impact of learning theories on student experiences, or connections to other coursework. 2.7

C+ or lower indicates the student has not demonstrated the required outcomes of the task or has not submitted evidence of the outcomes. Because of the need to achieve a 2.7/B- in LTA 500 for placement in LTA 600, a student cannot pass the course with a task that has been assessed C or below and will be placed on a Notice of Concern.

Cs or lower (Beginning) the task has significant areas that are either incomplete, missing, or inaccurate. There is little to no reference to research, experience, or to course content. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires. 0.0-2.3

A+	Mastery +
A	Mastery
A-	Accomplished
B+	Progressing
B	Emerging
B-	Basic
C+ >	Beginning

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Learning Task #1: Case Study

Course Outcomes
- To develop a disposition of inclusion that assumes diversity and learner variability as the norm using universal design for learning, Response to Intervention, and thoughtful assessment practices
- Apply learning theory to inclusive teaching practices including planning, instruction and assessment rooted in learner variability
- Investigate facets of literacy and numeracy rooted in multiple and contextually relevant theories of learning with special attention to neuroscience and brain-based instructional design

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 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. A case study helps you develop a story about and with a student to build empathy, understanding, and solution-finding that takes up a capabilities approach to teaching that empowers teachers to be flexible in their instruction.

Instructions

Students will create a case study (the equivalent to approximately 5 pages, no more than 7) that describes a context, participants, targeted behaviour to examine and questions to explore that are 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. A strength-based, capability approach should guide the case.

Assessment:
Professional, education-related language should be used (ie. speak well of the student, root decisions in learning).
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: October 21, 2021
Assessment Submission: hard copy in person, Google Drive or email

Assessment Criteria:
This assessment is evaluated using a performance rubric that is quite detailed. It can be accessed through this link

	A+-A-	*B+-B-*	*C+>*
Description of the context	Is detailed enough to provide a clear picture of the learning theory that drives instructional design, communicates tasks that are common to the child, and provides some examples of tier 1 design for optimal study safety and success. A picture of the classroom and student experiences can be brought to mind through the description, with attention to the long term impact on the student(s)	A broad description of the context is described, with adequate attention to the classroom environment and universal tier 1 design to describe how the student is engaged in learning tasks and how context supports that	The context is described in generalities, providing little insight into how student learning is supported and designed. It is hard to picture the classroom design based on the lack of description provided. There is little consideration of student experience and development
Description of child, including behaviour, academic and social skills	The child has been described using positive, strength-based language that indicates how they contribute to the classroom culture as well as how they are struggling academically, behaviourally or both. Enough detail is provided to provide a complex picture of their needs	The child is described with enough detail to support a conversation about their needs, but would require prompting to have a complex understanding of what skills are strong and which ones are targeted	The description of the child lacks the detail that would provide a starting point for a meaningful discussion about possible interventions or targeted supports.
Inclusion of Executive Functions	The inclusion of any number of Executive Functions draw a connection to the targeted behaviour/ academic (or both) improvement, the child, and the environment. The intersection of these barriers to success are thoughtfully laid out, demonstrating an understanding of the complexities of the needs of students who experience EF deficiencies	Executive functions are introduced and described within the context and student profile, but lack connection to the challenges the student faces. While they are included, they are not linked through complexity to the child, the learning or the environment	Executive Functions are listed but not connected to the learning or struggles of the child with any depth or meaning.
Inclusion of Tier 1 and Tier 2 considerations	An attempt at crafting tier 1 design and tier 2 interventions has been made. The design/intervention examples connect to the identified challenges and build on the identified strengths of the learner, reinforcing the interconnected of the instructional design and student experience and fostering a meaningful conversation about the student and the environment	Tier 1 design and tier 2 interventions are included, but could be explained more for increased complexity. There is a lack of depth of description that conveys an understanding of the purpose of each, although with prompting a meaningful contemplation of the student is possible	Tier 1 and 2 components are either missing, or broadly referenced, prohibiting a meaningful conversation about the child, the context and their needs

Overall complexity of the case study	The case study is well thought out, and communicates a commitment to contemplating the complexities of students, learning, classroom environments and teacher-led design. The presentation of the case study demonstrates the ability to connect the variables that influence accessibility and inclusion of all students.	The case study includes relevant information of the student, learning environment and design, but lacks connectivity and complexity between the factors.	The case study lacks interconnectivity or alignment between the targeted needs of the student, the instructional design and the needs. The case reads as a series of independent thoughts that are generally unrelated
Professional Communication	Language used is rooted in learning and executive functions and communicate a positive view of students and a desire to help them develop successful strategies. When connecting concepts, language is professional (not slang or 'shortcut' terminology).	Most of the language is professionally appropriate, although some relevant concepts are communicated in layman's terms when they would be more appropriately described using professionally-framed language	Professionally appropriate language is interspersed with casual, non-professional language that takes away from the target audience (peers or other professionals) of the case study

Learning Task #2: Assessment evaluation and reflection

Course Outcomes
- To develop a disposition of inclusion that assumes diversity and learner variability as the norm using universal design for learning, Response to Intervention, and thoughtful assessment practices
- Apply learning theory to inclusive teaching practices including planning, instruction and assessment rooted in learner variability
- Demonstrate the ability to identify and evaluate strategies for teaching and supporting students using responsive and supportive practices
- Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, personal ideas journal, library, etc.)
- Challenge your own assumptions, identify biases, consider other perspectives and plan for diversity

Teaching Quality Standard:
Demonstrating a Professional Body of Knowledge; *Establishing Inclusive Learning Environments*; *Fostering Effective Relationships*; *Engages in ongoing professional learning through critical reflection*

Rationale
Assessment of student learning requires teachers to be mindful about the various barriers students may encounter in the design of the assessment. Designing assessment of learning to meet diverse student needs, skills, interests, and opportunities is best done when the assessments are done with the students, teaching practices, and task in mind. This assignment provides an opportunity to critically engage with student learning and student needs from a strength-based, student-centered lens. Attending to the various opportunities and formats for feedback, communication of learning, and teacher reflection will also be expected.

Instructions
Students will build on an assessment tool/measure used in FE 700, reflecting on how the assessment tool met diverse learner needs, addressed the outcomes of the assignment, and promoted an inclusive learning experience for all students. The students will evaluate the fidelity of the assignment in the learning context and conduct an analysis of its effectiveness in providing the teacher and the student meaningful feedback on learning. The multiple facets of learning that can be measured
Students will also reflect on and propose ways the assessment could be modified to meet particular student learner needs addressed in class.

Due Date: November 17, 2021

Assessment Submission: hard copy in person, Google Drive or email

Assessment Criteria:
This assessment is evaluated using a performance rubric that uses a sliding scale. It can be accessed through this link

Criteria	Mastery + Accomplished Progressing Emerging Basic	Comments/evidence
Introduction and description of the context, learning task, and assessment tool demonstrate depth and breadth of instructional design considerations	_____	
Identifies and explains the possibilities and limitations of the assessment tool design thoroughly (UDL, representation)	_____	
Evaluates the degree to which the assignment assess what you intended to measure (validity)	_____	
Provides analysis of the potential barriers of the assessment tool through the lens of at least 4 executive functions	_____	
Identifies changes that can be made to the assessment to meet skill building needs for diverse needs in an inclusive classroom	_____	
propose design changes (such as scaffolds or design modifications) to attend to UDL, representation, and executive function needs	_____	

Learning Task #3: Literacy or Numeracy Plan

Course Outcomes
- To develop a disposition of inclusion that assumes diversity and learner variability as the norm using universal design for learning, Response to Intervention, and thoughtful assessment practices
- Apply learning theory to inclusive teaching practices including planning, instruction and assessment rooted in learner variability
- Investigate facets of literacy and numeracy rooted in multiple and contextually relevant theories of learning with special attention to neuroscience and brain-based instructional design
- Demonstrate the ability to identify and evaluate strategies for teaching and supporting students using responsive and supportive practices
- Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, personal ideas journal, library, etc.)
- Challenge your own assumptions, identify biases, consider other perspectives, and think creatively

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 Criteria:

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. This assessment is evaluated using a performance rubric that is flexible to reflect the breadth of creativity possible in this task. We will co-construct the specific indicators using the descriptors included below to practice equitable and evidence-based rubrics using UDL. The rubric can also can be accessed through this link

Due Date: December 8 2021

Assessment Submission: hard copy in person, Google Drive or email

Criteria	A+ to A-	B+ to B-	C>
Identifies and deconstructs development of literacy or numeracy skills into skills, knowledge, and competencies			
Identifies and justifies how and in which ways Universal Design for Learning drives instruction, student engagement, and assessment of learning for diverse learner profiles			
Proposes a minimum of 4 progressive supports to support all students as well as possible students who require support in the context described in Learning Task 1 (case study)			

Provides a description of at least 3 formative and 1 summative assessment and the design (outcome/standards based, performance based, competency based, etc)	Insightful, Perceptive, Comprehensive, Complex, Concise, Extensive Evidence, Thoughtful, Accurate, Engaging, Evidence-based, Multiple perspectives included	Relevant, Accurate, Focused, Superficial connections, Supported by research, Draws from assigned readings,	Partial summary, Basic info, or Incomplete
Situates the learning map within the relevant learning theories that drive instruction in the class through the identification of the role of the student, teacher, curriculum, classroom design, and null or hidden curriculum expectations			
Other added by student (First Nations connections, cultural influences, play/messy math, manipulatives, community connections, etc)			

Scaffolding and Resubmissions:

Scaffolding: Scaffolding and feedback are an integral and core practice in supporting learners develop understanding and the ability to apply knowledge to teaching and learning contexts. You will be provided feedback in an ongoing basis through the course. This feedback will attend to how well you are demonstrating the outcomes, your organizational skills, as well as professional skills that are relevant to the teaching profession and the expectations of the Ambrose Bachelor of Education Program.
Scaffolding can occur in a variety of ways. For example, your instructor may model how to break down an assignment into personally manageable tasks that can be applied to future learning tasks, provide strategic questions to deepen thinking and make connections, and facilitate critical feedback from friends within your cohort.

Because assignments in LTA require reflection, application, and contextual decision-making, personal sense-making is highly valued in the assignments. When evaluating work that has been scaffolded or re-submitted for re-evaluation, assessment will be limited to/focused on a shift of ownership of thinking to the student. The purpose of feedback and scaffolding is to deepen thinking and not just improve a grade. Students must take feedback and indicate how they are applying it, reflecting on it, and understanding it differently in a resubmitted assignment. In essence, students must make it visible how they are rethinking the content. Content that is taken from the instructor without contextualizing the new idea in their own thinking will not be considered in a re-assessment.
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.

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 and to submit assignments in a timely manner.

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.