

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2020</b>
<b>LTA 700</b>	<b>Synthesis of Learning Theory and Application</b>	<b>Prerequisite:</b> LTA 600, FE 700
		<b>Credits:</b> 6

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Room	<b>Instructor:</b>	Kathy Crawford, BEd, MEd, EdD Candidate	<b>First day of classes:</b>	
<b>M 8:15-11</b>	RE132	<b>Email:</b>	<a href="mailto:kcrawford@ambrose.edu">kcrawford@ambrose.edu</a>	FE600	Wed. Jan 8
<b>T 12:30-3</b>	L2084	<b>Phone:</b>	403-410-2000 ext 6908	SCMP600, CDPD600	Mon. Feb 10
<b>W 9-11:30</b>	L2100	<b>Office:</b>	RE 148	LTA700, CDPD700, SCMP700	Mon. Feb 24
<b>T 8:15-11</b>	RE110	<b>Office Hours:</b>	M 11-12/ W 11-12, by app	<b>Last Day of Classes (1<sup>st</sup> year)</b>	Mon. April 6
				<b>Last Day of classes (2<sup>nd</sup> year)</b>	Thurs. April 16
				<b>Last day to add/drop:</b>	
				CDPD 700, LTA 700, SCMP 700	Mon. Mar 2
				<b>Last day to withdraw:</b>	
				CDPD 700, LTA 700, SCMP 700	Fri .Apr 3

### Course Description

An examination, in particular and in greater detail, of the variety of learning requirements of children and youth with diverse needs and from diverse cultural backgrounds, including First Nations learners. Students will consider the literature and practices of educators working in inclusive, multi-cultural, and cross-cultural classrooms. High-stakes, norm-based assessment is addressed. Preservice teachers will practice communicating their understanding of the complexities of students and learning environments, including how they will apply their understanding to design of learning experiences that foster student success.. Prerequisite: LTA 600.

To facilitate synthesis of learning of learning theories and application, you will be asked to consolidate your field experiences, course content and independently accessed readings. You are encouraged to reach out to mentors in the field to expand your toolbox of strategies and resources for your assignments. The content of LTA 700 will be used to make sense of your Professional Inquiry, and exemplify how teachers are being engaged as action researchers in their classrooms. You will be supported in the creation of your research poster and in making connections between your inquiry and student learning and theory application.

## Teacher Quality Standards Addressed

### Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning

### Demonstrating a Professional Body of Knowledge

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student

### Establishing Inclusive Learning Environments

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

### Adhering to Legal Frameworks and Policies

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

## Program Requirements:

### Numeracy

Norm-based measurement 3 hours

Tier 1 & 2 for math 6 hours

### Literacy

Tier 1 & 2 for literacy 6 hours

### Canadian Studies

Designing SS learning experiences for complex learners 3 hours

### Science

Designing science learning experiences for complex learners 3 hours

## Expected Learning Outcomes

Contrast relative strengths and weaknesses in various aspects of learning to support UDL

Evaluate how the contents of norm-based assessments can be used to provide guidance in the design of learning experiences for students with exceptionalities

Synthesize understandings from prior coursework, field experience, and their own investigation of information to inform Individual Program Plans

Evaluate modifications, accommodations and interventions that benefit all students in inclusive classrooms as part of a Universal Design for Learning

Construct a three- or four-tiered intervention model to support diverse learners, referencing norm-based assessments, to assist development of literacy, numeracy, and 21st Century competencies

With an emerging understanding, Interpret an Educational Psychology Assessment Psychological Report for instructional design

Apply an understanding of learning theory; academic, behaviour, and cultural diversity; interventions; to instructional design frameworks for inclusion such as APPs, IPPs, SETT Framework

## Additional Expected Learning Outcomes

Students will be able to consider the core competencies of the TQS through the lens of Learning Theory and Application to design meaningful learning and development opportunities for students in inclusive elementary classrooms. Drawing on their previous course content, their own field experiences and a disposition of growth and collaboration, students will demonstrate their ability to be an *architect of learning* consistent with Alberta Education's mandate for education in Alberta schools. Upon completion of this course, students will be able to:

Communicate various learning exceptionalities, with a focus on how those exceptionalities might be considered in inclusive classrooms

Demonstrate how the contents of norm-based assessments can be used to provide guidance in the design of learning experiences for students with exceptionalities

Demonstrate the ability to synthesize understandings from prior coursework, field experience, and their own investigation of information to inform Individual Program Plans

Identify modifications, accommodations and interventions that benefit students all students in inclusive classrooms as part of a Universal Design for Learning

Reflect meaningfully on their growth, understanding and gaps in understanding learning theory and application

Connect learning theories to teaching practices and learning needs in the classroom

Create learning opportunities that consider and facilitate the many facets of reading

Apply the principles of Universal Design for Learning to task design through the lens of various learning exceptionalities

Design a three- or four-tiered intervention model that is targeted to a particular learning exceptionality

Students will make sense of inclusive practices as they relate to the *Education Act* (2012). [Link](#)

## Professional Expectations

Take ownership of your learning and professional journey

Complete readings and engage in book studies with the intent to develop a professional body of knowledge

Treat all peers and guest speakers as professional colleagues

Submit assignments on time

Attend all class and contribute to discussions, activities and collaborations

Challenge your own assumptions, identify biases, consider other perspectives and think creatively

Go beyond the resources and requirements of the program to extend the knowledge of the cohort

## Textbooks

Please draw on the textbooks from LTA 500 and 600 (particularly Yardsticks and Executive Functions). There are no new textbooks for LTA 700 to purchase.

The following documents are available online and will be referenced in class:

1. National Institute for Literacy. (2001). *Put Reading First*.  
<https://www.nichd.nih.gov/sites/default/files/publications/pubs/Documents/PRFbooklet.pdf>
2. Alberta Education. (2016). *Alberta Education Mathematics Resource updates*.  
<https://education.alberta.ca/mathematics-k-6/updates/>
3. Alberta Education. (2016). *Alberta Education Elementary Math Professional Learning*.  
<http://learning.arpdc.ab.ca/course/view.php?id=351>
4. Alberta Education. (2013). *Alberta Education ELA Program of Studies K-9*.  
<https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>
5. Alberta Education. (n.d.). *RtI in the Alberta Context*. <https://education.alberta.ca/media/464641/video-discussion-guide-9-rti.pdf>

## Other Readings 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. Students will also add readings to Moodle to support the topics of presentation

It is strongly recommended you make use of the Alberta Education series: *Programming for Students with Special Needs* that are located in binders in the Ambrose Library or online. You will also be expected to reference and utilize the *Alberta Program of Studies*; *Alberta Education: Individual Program Plans*; *Alberta Education: IPP Templates*; *Programming for Students with Disabilities*; and *Alberta Education: Making A Difference*. Some links to bookmark include:

<https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf>  
<https://education.alberta.ca/instructional-supports/individualized-program-plan-ipp/everyone/developing-ips/?searchMode=3>  
<https://education.alberta.ca/media/385144/unlocking-potential-programming-for-students-learning-disabilities-2002.pdf>  
[https://education.alberta.ca/media/384968/makingadifference\\_2010.pdf](https://education.alberta.ca/media/384968/makingadifference_2010.pdf)

## Course Schedule

This outline provides the ‘flow’ of the course; the timing of each of the topics will be adjusted as the course progresses, according to your needs as students. Both topics will be weaved together, and their components highlighted and exemplified through case studies, lectures, student-led design and peer presentations. Other resources to supplement and support your learning will be posted on the *Moodle* site.

### Course Weekly Schedule (beginning week 2)

Monday	<i>Learning theory</i>	Instructor-led Lecture 1 hour Peer-led session on first topic: up to 1 hour, 45 minutes
Tuesday	<i>Synthesis</i>	Collaboratories: integration of instructional design with the recently introduced learning exceptionalities in mind
Wednesday	<i>Learning theory</i>	Lecture 1 hour Peer-led session on second topic: up to 1 hour 45 minutes
Thursday	<i>Synthesis</i>	Collaboratories: integration of instructional design with the recently introduced learning exceptionalities in mind

\*the schedule may need to be adjusted to accommodate guest speaker

W1: Feb 24 - March 1	W2: March 1-7	W3: March 8-14
<b>Topic 1</b> Sensory processing Disorder (Kathy)	<b>Topic 3</b> Visual & Spatial Processing	<b>Topic 5</b> Memory Deficits
<b>Topic 2</b> NVLD (Kathy)	<b>Topic 4</b> Auditory processing	<b>Topic 6</b> Language-based Exceptionalities (Dyslexia, Dysgraphia, Mutism)
W4: March 15 - March 21	W5: March 22- March 28	W6: March 29-April 4
<b>Topic 7</b> ADHD/ADD	<b>Topic 9</b> ELL/refugees/trauma	<b>Topic 11</b> Gifted
<b>Topic 8</b> Dyscalculia	<b>Topic 10</b> Anxiety	<b>Topic 12</b> ODD
W7: April 5 - April 1	W8: April 12 - April 15	

<b>Topic 13</b> Autism (ASD and Aspergers')	<b>Topic 15</b> open and review	
<b>Topic 14</b> Fetal Alcohol Syndrome (FAS) and other Low Cognitive	Work on Living portfolio April 16th and 17th	

### Overarching content themes/resources

These themes will guide our work together in class. You will practice applying the principles of IPPs and a Tiered approach to planning for each exceptionality addressed in class.

IPP	We will practice writing IPPs for each Learning Exceptionality, developing confidence and competence in planning for and meeting specific learning exceptionalities.
UDL and Intervention models (CRM and RTI)	We will use the Alberta Education recommended model (Collaborative Response Model and Response to Intervention) to consider various strategies, resources, Assistive Technologies and considerations to support learning for all students, especially those with unique needs
Overview of various Learning Exceptionalities	For each exceptionality studied, we will focus on how the student might experience barriers with literacy, numeracy, completing independent and collaborative tasks in both traditional and progressive environments, success engaging appropriate social skills, and so on.

### Requirements

ASSESSMENT	%	DUE DATE
<b>Assessment #1:</b> Engagement	10%	On-going to April 10th
<b>Assessment #2:</b> Individual Program Plan	35%	Due date 1 March 19th OR Due date 2 April 2 <sup>nd</sup> <i>(you choose which to hand in first)</i>
<b>Assessment #3a OR 3b:</b> Tiered Intervention Model OR Exceptionality Resource	35%	
<b>Assessment #4:</b> Living portfolio	20%	April 20 <sup>th</sup>

### Assessment criteria:

#### Assessment – achievement criteria:

**A+ (Exemplary):** 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. 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.

**A/A- (Excellent/Very Good):** 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. *Very good* 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.

**B+/B (Good/adequate):** 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 few connections between the course content over the past two years or to one’s own experience are evident.

**B-/Cs (Limited):** 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.

**Assignment 1: Engagement 10%**

**Due date for self-assessment: April 10<sup>st</sup>**

**Teaching Quality Standard:**

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

**Rationale**

This assignment is intended to help you practice identifying curricular outcomes and translating those into statements of learning as a synthesis of learning theory and application. This task is also designed to help you identifying your own learning, professional development, and to gather resources for your course and future professional practice.

**Instructions**

You will synthesize your learning over LTA 700 as a syllabus that articulate your own learning outcomes, the resources you accessed and want to keep for future use, the connections you are making to practice, and evidence of learning. Your outcomes can be phrased as I Can Statements, Report Card Comments, Achievement Indicators (such as those that would be used in Real Time Reporting), a portfolio of your assignments with reflections or aspects of your work you want to highlight, and so on. You are encouraged to use this template and fill it in with your own language and links to outside documents if you are using them. I strongly suggest you begin to document these early in the course and keep it updated.

Assessment: Rubric

Submission: Hard copy on April 10<sup>st</sup>

Demonstrates engagement (0 or 1 /2)	Descriptors of Evaluated Content	Demonstrates ability to exemplify descriptors to the highest expectations
	<b>Criteria 1:</b> Your outcomes/learning targets align with course content and include outcomes that are beyond those written by the instructor	
	<b>Criteria 2:</b> You are able to articulate big questions that are guiding your insights, wonders, revelations	
	<b>Criteria 3:</b> You have documented resources that are meaningful to your professional learning including course and independently sourced resources	

	<b>Criteria 4:</b> You have conducted a self-assessment of each assignment including your attendance, contribution to our collective learning (not incl living portfolio)	
	<b>Criteria 5:</b> one student criteria of your own...	

## Assignment 2: Individual Program Plan 35%

**Due date: either March 19<sup>th</sup> or April 2<sup>nd</sup>** (opposite of choice for Assignment 3)

### 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

Each student will create an Individualized Program Plan that meets the potential needs of a student with a student-selected exceptionality discussed in class. Your task is to address the specific special education needs of the learner and create an assessment and learning plan for the child. You will also conduct a mock parent meeting with members of the other cohort to gather information and share observations about your student. These conversations must contribute to your IPP.

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

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

<ul style="list-style-type: none"> <li>• Student information (as per the case study)</li> <li>• assessment data (diagnostic assessment data used to determine special education programming and services)</li> <li>• current level of performance and achievement</li> <li>• identification of strengths and areas of need</li> <li>• measurable goals and objectives</li> <li>• time lines</li> <li>• procedures for evaluating (assessment) student progress</li> </ul>	<ul style="list-style-type: none"> <li>• identification of coordinated support services</li> <li>• relevant medical information</li> <li>• required classroom accommodations</li> <li>• transition plans</li> <li>• formal review of progress at regularly scheduled reporting periods</li> <li>• year-end summary</li> <li>• a space for parent signature to indicate informed consent.</li> </ul>
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Required Components	Exemplary A+	Excellent A	Adequate/ Not included Good or incorrect A-B+	
Student information				
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 <u>objectives</u>				
<u>time lines</u>				
procedures for evaluating (assessment) student progress				
required classroom accommodations				
transition plans				
formal review of progress at regularly scheduled reporting periods				
year-end summary				
Inclusion of all other required sections				
Evidence of communication with student and parents <u>is included</u> and strength-based				
Evidence of information <u>sought</u> from student and parents is included and woven in				
Evidence of outside <u>interests</u> information sought from student and parents is included and woven in				
2-3 practices that will be included <u>as a result of</u> parental/student contributions				

Assessment: checklist-style .

Submission: Hard copy handed in either March 23<sup>rd</sup> or April 6<sup>th</sup>

### **Assignment 3: Choice of assignment 3a or 3b 35%**

**Due date: either March 19<sup>th</sup> or April 2<sup>nd</sup> (opposite of Assignment 2)**

**Submission:** Google Classroom, Word, or an email submission with a website of your choice

**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:**

Teachers encounter a variety of exceptionalities, some are diagnosed but many are not diagnosed. Teachers are expected to observe, monitor, reflect on and respond to student progress in learning. Teachers are also required to develop a professional body of knowledge that drives evidence-based decision making in their overall classroom and instructional



design. You are encouraged to consider your own practice and emerging sense of self as teacher, as well as theory you have learned in LTA 500, 600, and 700, including relevant learning from CDPD and SCMP.

### **Assignment 3a: RTI model**

#### **Instructions:**

Students will develop a tiered intervention model (RTI) using a case study format. LTA students will describe Tier 1, 2 and 3 interventions to meet student behaviour (social/emotional) and academic (reading, writing, mathematics) needs to support a hypothetical student with a one of the exceptionality addressed in class. Students will submit a 6-week Response to Intervention learning plan that identifies interventions and strategies to meet learning and behaviour needs that are rooted in evidence-based practices and curriculum-based monitoring. This RTI model should include classroom design, a snapshot of a one-week timetable, a case-study type overview of the student profile including the exceptionality that drives the RTI, opportunities for UDL, and at least one Assistive Technology to support access to learning. This resource should reflect the weight assigned to it and the contents of the rubric.

The RTI can be submitted through Google Classroom (will allow us to conference about the work using the rubric below to guide feedback to facilitate each student in achieving their desired outcome) or on Word through Moodle (will be a submitted by deadlines, graded and returned). Students are encouraged to create a visual of their RTI to complement the case study (which should be a maximum of 2-3 pages long).

Submission: Google Classroom, Word, or an email submission with a website of your choice

#### **OR**

### **Assignment 3b: Learning Exceptionality Resource for parents, students and teachers**

#### **Instructions:**

Students will create a resource for parents, students and teachers that focuses on the particular aspects of a self-selected exceptionality studied in LTA 700. This resource should include an overall description of the exceptionality, the particular cognitive deficits as described by EdPsych assessments that require modifications, accommodations, and/or interventions, anticipated deficits in Executive Functions that may require supports, and academic and behavioural support suggestions for parents, students and teachers. This resource should reflect the weight assigned to it and the contents of the rubric.

Submission: Google Classroom, Word, or an email submission with a website of your choice

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Assessment Rubric

	Exemplary (complex)	Excellent (general)	Good (basic)	Limited	missing
Learning Exceptionality is accurately portrayed based on peer-reviewed research and literature, with key aspects of the exceptionality highlighted and attended to					
Descriptions of the most-likely areas of strength and need are clearly identified and elaborated on					
A progressive support model (RTI) provides the basis for a proactive education/learning model					
Relevant academic (literacy and numeracy) and behavioural (social emotional, relational) needs are clearly articulated as they relate to the age/grade, classroom context, and student needs					
Tier 1 and 2 Interventions are evidence-based, and developmentally appropriate for the age and context of the students and Psych Ed subtests					
Proposed Tier 3 Interventions are aligned with student profile needs and demonstrate sound decision making					
Deficits in Executive Functions related to the exceptionality are considered and described in relation to academic and behavioural expectations					
Presentation is well-thought out, creatively presented and well-written					
Research is evidence- or practice - based and included to inform your design					
Descriptors	Insightful, Skillful, Comprehensive, Significant examples, Perceptive, Concise, Extensive Evidence, Creative	Relevant, Thoughtful, Mostly accurate, Engaging, Creative, Focused	Partial summary, Basic info, Simplistic, Superficial connections	Inaccurate, Unrelated, Lacks Depth or relevance, Vague, Few connections are made, Little attention to detail	missing

**Assignment 4: Living Portfolio 20%**

Due Date: presentations April 20, 2020

See handout from Sherry for detailed information

**Attendance:**

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

**Grade Summary:**

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Exemplary
A	Excellent
A-	Very Good
B+	Good
B	Satisfactory
B-	Limited/Minimal Pass

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.

**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](http://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](http://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](http://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](http://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

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

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

### Academic Policies

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

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