`Course ID:	Course Title:		Winter 2023
SCMP 600-3	Society and Culture, Methods and Practices		Prerequisite: SCMP 500
			Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class & Online	**Instructor:**	Eric Perrault, B.Ed., M.A., Ed.D.	**First Day of Classes:**	February 13, 2023
Days: Wednesday, 8:30-11:00	A2212	**Email:**	eric.perrault@ambrose.edu	**Last Day of Classes:**	April 14, 2023
Thursday, 12:30 to 3:30	A2210				
		Phone:	403-874-5090 (Personal Cellphone)	**Last day to add/drop, or change to audit:**	N/A*
		Office:	N/A	**Last day to withdraw from course:**	N/A*
		Office Hours:	By appointment		

Important Dates and Information
First Year Classes (SCMP 600 and CDPD 600) - February 13 – April 14
Family Day (no classes) - February 20
Reading Week - February 21-25
Good Friday (no classes) - April 7
Easter Monday (no classes) – April 10

Course Description
An examination of the ways in which society, culture and education intersect and influence teaching practice and methodology in today's classrooms. Students will build upon and integrate understanding of teachers and teaching with an emerging personal philosophy and worldview.

Teaching Quality Standards
1. Fosters Effective relationships
   - Acting consistently with fairness, respect, and integrity

- Honouring cultural diversity and promoting intercultural understanding
2. Engaging in Career-Long Learning
   - Actively seeking out feedback to enhance teaching practice
3. Establishing Inclusive Learning Environments
   - Fostering equality and acceptance with respect to age, ethnicity, culture, religious belief, gender, Gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation
4. Applying Foundational Knowledge about First Nations, Métis and Inuit
   - Understanding the historical, social, economic, and political implications of:
     o Treaties and agreements with First Nations;
     o Agreements with Métis; and
     o Residential schools and their legacy
   - Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit

Program Requirements

Canadian Studies

- The history of schooling in Canada: 24 hours
- Future Trends in Canadian education: 6 hours
- Sociology of education in Canadian contexts: 6 hours

Expected Learning Outcomes

By the end of the course, students should be able to:

1. Comprehend the ways in which society, culture, and education intersect historically, currently and in the future.
2. Reflect on the societal and cultural influences on their lives as teachers.
3. Determine how societal and cultural forces influence teaching practice and methodology in today's classrooms.
4. Compare and contrast Western Epistemologies and Indigenous ways of knowing.

Professional Expectations

1. Take ownership of your learning and professional journey.
2. Complete readings with the intent to develop a professional body of knowledge.
3. Treat all peers and guest speakers as professional colleagues. This includes an expectation of professional dress.
4. Submit assignments on time.
5. Attend all class and contribute to discussions, activities and collaborations.
6. Challenge your own assumptions, identify biases, consider other perspectives and think creatively.
7. Go beyond the resources and requirements of the program to extend the knowledge of the cohort.

Textbooks – note: this is a supplementary textbook. All readings are provided on Moodle.

Cubberly, E. P. (2013). *The history of education, educational practice, and progress considered as a phase of the*

development and spread of western civilization. Boston, MA: Houghton Mifflin Company (The book is free to download online at: https://ia802702.us.archive.org/15/items/historyofeducati011713mbp/historyofeducati011713mbp.pdf

Session/Date	Topic	Readings
History of Western Education: How Did We Get Here?		

Session 1 February 15	Syllabus review
	• Setting up the class
	• Setting up the historical analysis jigsaw:
	History of Western Education
	    • Two Early Influences
	        • Greek
	        • Roman
	
	    • The Christian Contribution
	
	    • Middle Ages
	
	    • Industrial Revolution and Mass Education.
		Ancient Greek Education
		
		• Character, knowledge, and skills in ancient Greek education: Lessons for today's policy makers
		- Bitros, George C. and Karayiannis, Anastasios D.
		
		Supplementary Reading (skim for additional understanding)
		• Reflections of Antiquity in the Greek Education of the 20th (especially for continuity and change)
		- Anastasia G. Petraki

Session 2 February 16	History of Western Education – continued Expert groups (focus tasks/lenses will be provided)	**Ancient Roman Education** • Implications of Ancient Roman Education for Modern Educational Processes - Marjan Ninčević and Ino Hosni
Reading Week February 22 & 23, No Classes		**Christian Contribution (Divide between groups members)**

Session 3 March 1	History of Western Education – continued
	
	Teaching Groups – SRG (summary sheets will be provided)
		• People of the Book
		  - Gillian Clark, Chapter 5, Christianity, and Roman Society
		• Why Did Christians Compete with Pagans for Greek Paideia
		  - Raffaella Cribiore
		
		Education in the Middle Ages (Divide between groups members)

Session 4 March 2	History of Western Education – continued
	   Develop:
	        • A Counter factual
	        • Significance for present day
	
	Summary and discussion – How did we get here?
		• The elementary school curriculum in medieval and Renaissance Italy: traditional methods and developing texts
		- Black, Robert. Chapter 2, Humanism and Education in Medieval and Renaissance Italy: Tradition and Innovation in Latin Schools from the Twelfth to the Fifteenth Century
		
		• Late Medieval Education: Continuity and Change
		- David Sheffler

		Education in the Industrial Revolution *The Industrial Revolution and the European Family: The Institutionalization of 'Childhood' as a Market for Family Labor* by Wanda Minge-Kalman.
March 6	**Due: Critical Challenge Task Essay: How did we get where we are now?**	

Teacher Identity		
Session 5 March 8	Emerging Education Philosophy Statement • Tensionality of Faith Work on Timeline	**Guest Speaker Father Adrian** **9:30-11:00**
Session 6 March 9	Emerging Education Philosophy Statement Part	

Where are we now? Shifts in the place of education		
Session 7 March 15	Educational transformation of Work	Chapter 6 *The Schooled Society* David Baker
Session 8 March 16	Credentialing in the Schooled Society	Chapter 7 *The Schooled Society* David Baker
Session 9 March 22	The Transformation of Knowledge and Truth Claims	Chapter 8 *The Schooled Society* David Baker
March 16	**Due: Emerging Educational Philosophy Statement**	

Challenges for the Future – where are we going?		
Session 10 March 23	The Changing Face of Knowledge: Western and Aboriginal Epistemologies	• Aoki Toward Curriculum Inquiry in a New Key - Ted Aoki • Aboriginal Epistemologies. - Willie Ermine
March 29 Ambrose Research Conference No Classes		
Session 11 March 30	Assessing and Critiquing Indigenous Resources Library Visit	FNESC Resources
Session 12 April 5	Indigenous Education	Enabling the Autumn Seed: Toward a Decolonized Approach to Aboriginal Knowledge, Language, and Education - Marie Battiste
Session 13 April 6	Indigenous Ways of Knowing: Treaty Education	Disrupting Ignorance and Settler Identities: The Challenges of Preparing Beginning Teachers for Treaty Education - Jennifer Tupper

		School as Really Dangerous Places for Indigenous Children and Youth Schools Child Welfare - Emily Milne and Terry Wotherspoon
Session 14 April 12	Indigenous Ways of Knowing: Relationships with Aboriginal People	Disrupting Molded Images: Identities, responsibilities and relationships—teachers and indigenous subject material - Susan Dion or Considering Indigenous Knowledges and Mathematics Curriculum - Gladys Sterenberg,
Session 15 April 13	Future Challenges: Covid 19 Effects on unfinished learning and student wellbeing	COVID 19 and Education. Lingering Effects of Unfinished Learning. Mckinsey & Co or School and learning contexts during the COVID-19 pandemic: Implications for child and youth mental health. Tsujimoto et al.
April 16	**Due: Developing and Critiquing Indigenous Curriculum (25%)**	
April 16	**Due: Structured Reading Groups/Instructor and Self-Assessment (20%)**	

Assessments

Structured Reading Groups/Instructor and Self- Assessment (20%)

Throughout the class, students will be assigned into a group of five people with a set of rotating group roles. In the history of education section, we will focus on the question, 'How did we get here?'. To investigate this question, structured reading groups will conduct an historical analysis of particular eras of significance to consider the impact it has had on our current educational milieu. By exploring historical thinking concepts such as significance, cause and causation and continuity and change, a picture will emerge of the roots of western education originating from a rich history of spanning thousands of years.

The remaining elements use the SRG roles from SCMP 500: discussion leader, passage master, devil's advocate, creative connector, and reporter. Students will meet with their group regularly in class throughout the semester. Before each group meeting in class, students are to complete a set of readings and prepare for their given reading group role; for example, the devil's advocate must develop a list of questions for group discussion that challenge the main points of the work. Though working together in groups, students are only graded on their contributions to the reading groups, primarily through the reading group prep sheets that they prepare for class. These sheets must be submitted prior to the start of each class, with the exception of the reporter role, which is submitted upon completion of the group discussion. More detailed explanation of the Structured Reading Groups will be given in class. These submissions will account for 10% of the final class mark based on the thoroughness of the analysis.

To complete this section of assessment, both an instructor and a student self-assessment of 5% each will be completed on participation and contribution to the class.

Assessment Criteria: Rubric for Structured Reading Groups

Name:		
Dimension	**Components**	**Score**
Attendance and punctuality	• on time for each class • all work (SRGs) was complete and you are prepared to discuss • you were present and engaged.	**/5**
Support for and involvement with learning in SRG	• sought mutual/group understanding • proactively contributed to small group discussions – on task/focused, explored deeply • actively involved in small group discussions • related readings to discussion	**/5**
SRG tasks	• All SRG tasks were thoroughly completed • Sought to extend my understanding of the topic and sought to make strong connections • made conscious links with other courses, ideas, and strategies	**/5**
Engagement with subject matter	• actively sought ways the material could impact teaching. • extended yourself by doing additional/optional readings beyond what was required	**/5**
	Total	**/20**

Ranking

1 – **significantly below average** - bottom 10% of the class

2 – **below average** – I have little evidence of a proactive/positive contribution; was passively involved.

3 – **average** – like the great majority of students

4 – **above average** – stood out from the average person; was noticeably involved

5 – **exceptional** – top 10% of the class

Note: I am using this as an **indication** of your professional growth **not** as a final assessment. Your professional growth component of the course is worth 5%.

Critical Challenge Task Essay: How Did We Get To Where We Are Now (25%)

Your task is to explore **one** of the following ideas that emerged from your exploration of the history of education in one of the following formats:

- Cautionary tale – what have you learned about the past that provides a warning for stakeholders in education in the present.
- Preferred vs probably future – you have seen how education has changed over time based on either societal changes or cataclysmic events. Look at the indicators and drivers of change and predict the preferred and probable future of education.
- Explore one of the perplexing questions.
- Build a case for considering how one of your counterfactuals is a logical consideration of change that may have resulted had the event not occurred. Consider the implications on our current education system.

This challenge requires you to think critically about any of the problematic challenges or situations/time periods you have explored in order to make a judgment, in essay format, about what would be sensible or reasonable to believe. The challenge you explore will shape the structure of the essay. In all cases there should be an introduction to the task, essential background then an explanation of the insights related to the challenge. To ensure clarity, subheadings are recommended. Your examination should be based on the logical use of evidence gathered in this section and a reasoned application to the task. The exploration of this challenge should be 5-6 double spaced pages with a 12-point font. Due date is March 6.

Assessment Criteria: Grade Rubric for Critical Challenge Task Essay

Use of Class Materials and Literature: The student demonstrates the use of readings, lectures, and the professional and academic literature (books and articles, and reliable websites). Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study. **1 2 3 4 5 x 6=**

1-2   Inconsistently achieved- the use of readings, lectures, and the professional and academic literature often summarized or used inaccurately, or not at all.

3-4   Mostly achieved- the use of readings, lectures, and the professional and academic literature are summarized and used fairly accurately.

4.1-5   Consistently achieved- the use of readings, lectures, and the professional and academic literature are summarized and used accurately and in relevant ways.

Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end. **1 2 3 4 5 x 7=**

1-2   Adequately limited idea/question; details/synthesis may be repetitious or absent altogether; sentences/paragraphs rarely, if ever, flow logically together.

3-4   Clear central idea/question; appropriate details/synthesis most of the time; sentences/paragraph generally flow logically together.

4.1-5   Clearly states idea/question and purpose of paper; each sentence/paragraph logically leads to the next; carefully selected details which support general statements and central thesis.

Insight and Application: Able to discuss and apply findings for teaching in today's context. **1 2 3 4 5 x 6=**

1-2   Little or no discussion of the findings for teaching in today's context.

3-4   Good discussion of the findings for teaching in today's context.

4.1-5   A thorough discussion of the findings for teaching in today's context.

Grammar, Spelling, and Format: Writing is clear and effective communicating central ideas. **1 2 3 4 5 x 1=**

1-2   Proofread please or get someone to help! Too many errors that slow down the reading. Did not really follow APA format.

3-4   Still some errors, or errors in significant spots, that detract from your meaning. Somewhat followed APA format.

4.1-5   Either the piece is error-free, or you have a few tiny errors that can be easily corrected. Followed APA format

Emerging Educational Philosophy Statement (30%)

An emerging educational philosophy statement has three components: purpose, core values, and vision. In this assignment, you will submit a one-page emerging educational philosophy statement that has three sections (purpose, core values, and vision) plus a 2- 3page (single space, 12 points) commentary/explanation about your emerging educational philosophy statement that will be submitted to me by March 16. In order to create this one-page emerging educational philosophy statement there are three stages to the assignment that will involve reflection, feedback from others, and completion of guided questions.

Stage 1: Timeline of your life- The timeline will show you where you have been. You will create this timeline on a bristle board and post-it-notes. The scoring rubric for this assignment is also posted on Moodle. Your bristle board timeline is due by March 16 (15%). This is the first part of the assignment which you will be submitting.

Stage 2: Purpose and Values
- Knowing your purpose and values will answer the question: where am I going? The first part of stage 2 will focus on purpose by filling out the Teaching Perspectives Inventory and the VIA Character questionnaire. There is an optional Reflection Sheet posted on Moodle you can do if you are more religious oriented. Next, you will create a draft of a purpose statement that is about a paragraph in length using the Teaching Perspective Inventory and the VIA Character questionnaire and your timeline as references.
- You will identify and list 6-8 values with one or two sentence explanation. Use the lessons section of your timeline to help with identifying the values.

Stage 3: Educational Vision- Is 'what do you want to accomplish'. We will walk through in class how to create a vision statement.

Summary of Assignment/What is to be submitted: This is the final part of the assignment which you will be submitting. What you will submit for this final part of the assignment (15%), is the one-page (single space, 12 points) emerging educational philosophy statement and the 2-3 page (single space, 12 points) commentary/explanation of how the emerging educational philosophy statement (purpose, core values, and vision) is all connected together. In other words, what is the relationship between purpose and core values, and what is the relationship between core values and vision to make up the emerging educational philosophy statement. In class, I will walk you through a step-by-step process in creating the emerging educational philosophy statement and the 2-3 page (single space, 12 points) commentary/explanation of the emerging educational philosophy statement which is due on March 16. Also, as an option, you may submit a one-page feedback (strengths, weaknesses, opportunities, and/or challenges) of your emerging educational philosophy statement from your DKG mentor or from someone who knows you will (not another student)..

Assessment Criteria: Grade Rubrics for Timeline, Weighing 15%
Timeline Rubric

Thought and Detail
Clarity and enough information given to understand each post-it-note of positive and painful events. Excellent reflection on lessons learned. **1 2 3 4 5 x 6=**

Organization
The naming of each stage is done appropriately and corresponds with post-it-notes. Easy to follow and transition between ideas are smooth. **1 2 3 4 5 x 6=**

Language and Spelling
Good, strong concrete words. Honest and spelling is error free or has a few errors that can be easily corrected.
1 2 3 4 5 x 3=

Overall Impression
Some effort made in terms neatness and presentation of timeline in terms of how it looks. Coherent and easy to follow.
1 2 3 4 5 x 5=

Assessment Criteria: Grade Rubric for Emerging Educational Philosophy (1 page statement and 2-3 page commentary/explanation), Weighing 15%

Emerging Educational Philosophy Rubric
1= Weak   2= Poor   3=Satisfactory   4=Good   5= Excellent

Thought and Detail
Depth and breadth of thought, clarity, connection with the timeline, excellent connections
with being statements such as purpose, excellent connections with values, and
vision. Commentary is detailed and flows logically and the flow from purpose, values, and vision easy to capture.
1   2   3   4   5 x8=

Organization
Evidence of following what was asked and the writing reflects a central purpose. The philosophy of education statement and commentary is well structured and easy to follow.
1   2   3   4   5 x5=

Use of Convention
Spelling is correct, punctuation and usage and grammar adhere to accepted conventions of English language.
1   2   3   4   5 x3=

Overall Impression
Comprehensiveness and convincing, and understandable.
1   2   3   4   5 x4=

Developing and Critiquing Indigenous Curriculum (25%)

Develop rich criteria for deciding what is good indigenous curriculum based on the readings and class. These criteria should reflect the requirements (done in FE 600) for indigenization (This is an easy starting point. It is about content. It is about changing <u>what</u> we know.), decolonization (This is where we enter into relationship with what we know and changing <u>how</u> we know. It is about restoring relationship.), and reconciliation (Who are we in relationship with? This is where we decide to be the people who are worthy of relationship. It is about changing <u>who</u> we know.). Then pick and analyze an existing indigenous resource and examine its: Strengths, Weaknesses, Opportunities, and Challenges for its use in the classroom. Due date: April 13.

Assessment Criteria: Rubric for Developing and Critiquing Indigenous Curriculum

Instructions
Developing and Critiquing Indigenous Curriculum
Your task for this final assignment it to investigate, in a reasoned (criteria based) and informed manner, a resource that suggests how to embed indigenous understanding into the curriculum. To do this, you should utilize the following format for the paper (APA format, 12-points, single space):
1. Develop a set of criteria that reflect best practices related to teaching authentic ways of knowing. This information will be gathered from the various class sessions. (Approximately one page)
2. Select an appropriate resource and examine, from a broad perspective, how it seeks to address the central concepts of Indigenization, Decolonization and Reconciliation. This information was presented in FE600. (Approximately one page)
3. Analyze the resource by considering the strengths, weaknesses/gaps, opportunities and challenges it presents to you, as a classroom teacher. Be specific and ensure you provide evidence to support your analysis. We will suggest resources for you in the various class sessions. (Approximately three pages)
4. Explain how the resource enriches your foundational knowledge of indigenous people as outlined in TQS 5 (Approximately one page)

Grade Rubric
Criteria: To what extend do the criteria reflect best practices for teaching authentic indigenous ways of knowing?
1 2 3 4 5 x 3 = /15
1 – 2   Limited - criteria has vague or no relationship to authentic practices.

3 – 4   Adequately related – criteria references authentic practices but in a superficial manner.

4.1 – 5 Consistently achieved - the use of readings, zoom, other professional literature is apparent and used in an accurately and relevant manner.

Central concepts: To what extent are the central concepts of indigenization, decolonization and reconciliation explored with insights and relationships to considering resources.
1 2 3 4 5 x 3 = /15
1-2   Lacking - little or no discussion of the concepts and how it applies to selecting resources.

3- 4   Adequate – good discussion of the of the concepts and how it applies to selecting resources.

4.1-5   Exemplary - a thorough discussion of the concepts and how it applies to selecting resources.

Critical Analysis: To what extent are strengths, weaknesses/gaps, opportunities and challenges explored.

1 2 3 4 5 x 6 = /30

1-2   Lacking – analysis is very superficial and includes few references to pre-established criteria.

3- 4   Adequate – analysis references criteria but the depth of analysis is lacking or has numerous gaps.

4.1- 5   Exemplary – Analysis is guided by consistent references to criteria and rich consideration of the details of the resource.

Use of evidence: To what extent is evidence used to support the analysis.
1 2 3 4 5 x 4 = /20

1-2   Lacking – the robustness of the analysis is hindered by a severe lack of evidence; primarily opinion based.

3- 4   Adequate - the analysis is robust as evidence is usually provided but mixed with opinion.

4.1- 5   Thorough – the analysis is thorough and robust by always providing evidence to support claims.

Relationship to TQS: To what extent does the analysis refer to how the use of the resources build essential foundational knowledge described in the TQS.
1 2 3 4 5 x 3 = /15

1-2   Lacking – relevant elements of the TQS are briefly discussed

3- 4   Adequate – relevant elements of the TQS are discussed but the depth of analysis is lacking or has numerous gaps.

4.1- 5   Thorough - relevant elements of the TQS are explored with insight and depth.

Grammar, Spelling, and Format: Writing is clear and effective communicating central ideas.
1 2 3 4 5 x 1=   /5

1-2   Proofread please or get someone to help! Too many errors that slow down the reading. Did not really follow APA format.

3-4   Still some errors, or errors in significant spots, that detract from your meaning and/or flow of the paper. Somewhat followed APA format.

4.1-5   Either the piece is error-free, or you have a few tiny errors that can be easily corrected. Followed APA format.

Attendance

Students are expected to attend all classes consistently and punctually and participate in all discussion forums. Students are expected to come to class prepared to discuss the topics listed in the course syllabus. **It is highly recommended that students take detailed notes of the readings prior to each class in order to participate fully in the discussions and learning activities. As the course is <u>content rich</u>, ongoing preparation would also be a great benefit in completing the written assignments.** If you miss a class, it is your responsibility to borrow notes from a fellow student, to acquire any handouts, and to discover whether any changes were made to the syllabus. There is a deduction for unjustified absenteeism.

Submission of Assignments

All assignments are due electronically (except for the Timeline) via Moodle on the date specified. Please use MS Word (.doc or .docx) when uploading your document.

I grant extensions infrequently and only when circumstances outside the student's control will prevent the punctual submission of an assignment. However, if you have concerns about your assignment or the due date, please talk to me in advance. Please note that technical problems do not provide sufficient grounds for an extension: students should keep back-up copies of all assignments (digital, hard copy, or both) during composition and after submission.

Grade Summary

The available letters for course grades are as follows:

Grade	Interpretation	Percent	Grade Point	Description
A+	Mastery +	96-100%	4.00	Outstanding- Expands the space of the possible for learning outcomes
A	Mastery	91-95%	4.00	Consistently demonstrates exemplary performance of all learning outcomes
A-	Accomplished	87-90%	3.70	Exemplary performance of most learning outcomes and strong performance of all learning outcomes
B+	Progressing	78-86%	3.30	Strong performance of learning outcomes
B to B-	Emerging	70-77%	3.00-2.70	Basic performance of learning outcomes
C+ to C	Beginning	63-69%	2.30-2.0	Marginal and/or inconsistent performance of learning outcomes
C- to F	Limited	Below 50%-62%	1.70-0.00	Cannot demonstrate performance of learning outcomes

Assessment achievement criteria description:

A- to A+ requires thoughtful reflection on the overall significance of topics and their application.

A+ (Mastery +): The task has been taken up with complexity, drawing on research, experience, dialogue and conversations with peers and colleagues and demonstrates these various contributions from the past two years of course work. The content of the task demonstrates an insightful vision of self and culture. There are significant examples of opportunities and resources, 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, theories and student experiences in classrooms from multiple perspectives. Where applicable, creativity in thinking is evident, and where necessary attention to detail results in comprehensive plans/resources/communication. Exemplary work does require a significant investment from the student, which is evident in the presentation of the assignment, self-directed research to inform practice, and evidence of working beyond class material and conversations and a willing to ask transformational questions while exploring possible solutions.

A (Mastery): The task has been taken up in a thoughtful and engaging way that demonstrates a strong understanding of the research, one's own experience, dialogue with peers and colleagues, and demonstrates a layered synthesis of knowledge of course content. 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, teacher practices, and beliefs are explored in a nuanced way that demonstrate a willingness to critically examine student experiences in one's classroom.

A- (Accomplished): Indicates that the student attends to the requirements of the assignment, includes research and experience to inform content, and shows evidence of drawing together multiple resources in the work. All outcomes have been met and most are completed very well. There is evidence of critical thinking and the exploration possible tensions between theory, practice, and personally-held beliefs and their impact on all students.

B- 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 topics, or may be limited in its application or research.

B+ (Progressing): The task fulfills the requirements of the assignment. Content discussed in class is included, with adequate engagement with various perspectives or resources. The connections being made to learning 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.

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

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-, 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.

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

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

Ambrose University Important Information:

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.

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 Academic Calendar. 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.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/content/academic-calendar-2

Privacy

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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit https://ambrose.edu/writingcentre

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/tutoring.

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.