

Course ID:	Course Title:	Winter 2020
SCMP 700 Online	Synthesis of Schools and Classrooms: Society and Cultures	Prerequisite: SCMP 600
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Online	Instructor:	Christy Thomas, EdD	First day of classes:	Monday Feb. 24, 2020
				Last day of classes:	Thursday April 16, 2020
Time:	Online	Email:	christy.thomas@ambrose.edu	Last day to add/drop:	Monday March 2, 2020
		Office Hours:	By appointment	Last day to withdraw:	Monday March 30, 2020
				Last day to apply for course extension:	Monday March 23, 2020

Course Description

This course is a synthesis of how past and current practices have informed trends in schooling. Course context will be explored through key questions: How will you navigate the future of education? How is technology changing the way we learn? What is your teaching narrative? Topics include: Teaching Quality Standard competency in Indigenous Education, 24/7 teaching, personal teaching philosophy, and future trends in education.

The thinking you will be engaged in this for course is reflexive. The expectation is that you will cognitively oscillate between previous coursework, the texts, and your personal experiences to apply your thinking of your growth and personal journey. You will be developing a personal philosophy of teaching to anchor your values, beliefs, and conceptualizations of teaching.

Teacher Quality Standards Addressed:

Fostering Effective Relationships, where in a pre-service teacher fosters and builds productive and positive parental (or guardian), student, and collegial relationships that encourage, assist and champion student learning with respect, fairness and integrity. Whist demonstrating empathy and cultural appropriateness in designing learning opportunities and classroom interactions to honour student diversity and promote intercultural comprehension, competency and consideration.

Engaging in Career-Long Learning, where in a pre-service teacher engages in professional learning and critical reflexivity to refine and build upon the teaching-learning paradigmatic relationship. While actively building capacity to support students in successful, inclusive, welcoming, respectful, caring and safe learning environments. As well as, discovering, searching, and inquiring through critically reviewing and applying educational research to enhance and refine their

teaching practice, and understanding of First Nations, Metis and Inuit world views, cultural beliefs and values. Whilst maintaining an awareness of emerging technologies to enhance knowledge and inform their teacher practice.

Establishing Inclusive Learning Environments, where in a pre-service teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. Through incorporating students' personal and cultural strengths into the teaching and learning paradigmatic relationship, and in communicating an educational philosophy affirming that every student can learn and be successful.

Applying Foundational Knowledge about First Nations, Métis and Inuit, where in a pre-service teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, by supporting student achievement by engaging in collaborative approaches to build capacity of understanding and awareness in First Nations, Métis and Inuit education. By developing a knowledge and understanding of, and respect for, the histories, cultures, languages, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit, which demonstrates supportive learning experiences of all students, reflecting student strength and diversity.

Program Requirements:

Canadian Studies:

Comparative education (Canada versus the rest of the world) 3 hours

Social media trends in Canada 6 hours

Decolonization and indigenization of education 12 hours

Science:

Technology and education 6 hours

Expected Learning Outcomes

- Consider how past and current issues, policies, and practices inform educational experiences
- Predict how technology will impact learning in the future
- Examine how to meaningfully integrate Indigenous ways of knowing, perspectives and pedagogy into practice
- Articulate a personal teaching philosophy

Textbooks

Edmunds, A., Nickel, J., & Bradley, K. (2015). *Educational foundations in Canada*. Don Mills, ON: Oxford University Press.

Tanaka, M. TD. (2016). *Learning & teaching together: Weaving Indigenous ways of knowing into education*. Vancouver, BC: UBC Press.

Course Schedule:

Week:	Readings:	Content Emphasis:	Class Requirements:
February 24 th – 28 th Topic: Issues, policies and practices that	Edmunds, Nickel and Badley (2015), chapter seven Culture Handbook-as posted on Moodle	<ul style="list-style-type: none"> • Who are the students currently in Alberta classrooms? 	Discussion post due by Friday Feb. 28th

impact educational experiences.		<ul style="list-style-type: none"> Who will be students within Alberta classrooms? What is the impact of multiculturalism and diversity within teaching? 	Begin Part one of Cultural Metaphor assignment
March 2 nd – 6 th	<ul style="list-style-type: none"> Lee, H. J. (2011). Cultural factors related to the hidden curriculum for students with autism and related disabilities. <i>Intervention in School and Clinic</i>, 46(3), 141-149. doi:10.177/1053451210378162 Wilkinson, M. L. N. (2014). Helping Muslim boys succeed: the case for history education. <i>The Curriculum Journal</i>, 25:3, 396-431. doi:10.1080/09585176.2014.929527 Reitz, J. G. (2012). The distinctiveness of Canadian immigration experience: Patterns of Prejudice, 46(5), 518-538. doi:10.1080/0031322X.2012.718168 Ricucci, R. (2016). Learning by sharing and integration of second-generation: The Italian case. <i>Migration Letters</i>, 13(2), 194-202. 	<ul style="list-style-type: none"> What is the ELL impact in subject teaching? How do ELL students cope with the hidden curriculum? How are the perspectives (expectations and experiences of immigrant parents being addressed within schools/classrooms? 	Discussion post by Friday March 6 th
March 9 th – 13 th Topic: Consider the influence of “technology” in practice	Tanaka (2016), chapters 1 – 3	<ul style="list-style-type: none"> How do you use technology to learn? How does a student/classroom/school use technology to learn? What is your responsibility in teaching digital citizenship, morally, ethically, culturally and socially to children/students? 	Discussion post by Friday March 13 th Cultural Metaphor due
March 16 th – 20 th Topic: Responding to Indigenous Perspectives	Tanaka (2016), chapters 4 – 6	<ul style="list-style-type: none"> How have your personal explorations and experiences informed your understanding of Indigenous peoples? What will students be expected to learn of each other? 	Discussion post by Friday March 20 th Begin exploring what metaphor explains your teaching practices, views, values and

		<ul style="list-style-type: none"> • How will parents be included in these teachings? 	desires as it will form the foundation of your personal teaching philosophy
March 23 rd – 27 th Topic: Articulate your personal philosophy of teaching	Tanaka (2016), chapters 7 - 9	<ul style="list-style-type: none"> • How will you enact these learnings, awareness, and perspectives in your classroom? • How do you build a learning community? • How do you help students be their best selves with you? 	Discussion post by Friday March 27 th
March 30 th – April 3 rd	Tanaka (2016), chapters 10 - 12	<ul style="list-style-type: none"> • How is your faith, worldview, nature of knowledge, and purpose of schooling evidenced in your practice? • What are your hopes for the future of education and classroom learning? • What is the relevance of a “dispositional change” (Tanaka, 2016) within learning for you? 	Discussion post by Friday April 3 rd
April 6 th – 10 th (Good Friday)	Review- Edmunds, Nickel and Badley (2015), chapter 6	<ul style="list-style-type: none"> • Where were you two years ago, and where are you now in your ‘teacher’ journey? • What conversations have you been having with your colleagues, practicing teachers, and friends/family about educational and your perspective as a teacher? 	Discussion post by Thursday April 9 th
April 13 th (Easter Monday)-April 16 th		<ul style="list-style-type: none"> • What metaphor explains how you envisions your teaching practices, views, values, and desires? 	Personal Philosophy Assignment due April 14 th Work on Living Portfolio

Requirements:

Assignments will be emailed to the instructor or can be dropped off

Assignments	Weighting	Due Date
Assignment #1 Online Discussion Posts	7 posts-5% each 35% total	Weekly by Friday at midnight- see course schedule
Assignment #2 Cultural Metaphor	25%	Friday March 13th
Assignment #3 Teaching Philosophy	40%	Tuesday April 14th

Assignment #1: Online Discussion Posts:

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, and Adhering to Legal Frameworks and Policies.

Rationale:

This is an online course, and the quality of your experience here is largely determined by the degree to which you engage with the content, your instructor, and your peers online. For this reason, your participation is expected for a passing grade. This will also be one of the places where you are held accountable for the reading and viewing tasks. Posts should be between 200 and 300 words in length. Please practice writing succinctly.

Instructions:

Complete the assigned reading, viewing and project tasks for that week. You are then required to complete the discussion tasks online as outlined in Moodle. You are expected to post your own response once a week, and respond to another participants post, to support or encourage a deeper level of thinking about a perspective or lens in a respectful and manner becoming of a learning environment.

Protocol for posting and contributing

- Refer to the readings – please back up opinions and personal experiences with relevant literature and course materials.
- Be respectful to one another and use each other’s names to build online presence.
- Post in a timely manner so that the entire community of learners has access to your ideas and contributions.
- Be aware of grammar and sentence mechanics.
- Stick to the work length.
- Connect to the week’s readings and your own experience.

Due Dates: Friday by midnight: Friday, February 28th, March 6th, March 13th, March 20th, March 27th, April 3rd, and April 10th.

Assessment Criteria:

Performance Guidelines and Expectations

The Online Discussion Board Posts will be submitted electronically weekly, no later than Friday by 12:00 pm, midnight.

Weighting: 35% with 5% for each entry.

Criteria	Exemplary	Acceptable	Needs Improvement (will need to consult with professor and develop a plan for improvement)
Response to and comprehension of content	Provocative, critical, depth of thought and reasoning is obvious, connects theory and practice/opinion/experience.	Posts have personal insights and connections to personal experiences and observations, with some connections to the weeks readings, videos, concepts.	Response is off topic and unconnected to theme of the week or the readings, videos, or concepts of the week.
Engagement with peers	Extends the conversation with an alternative perspective, feedback to further learning, and/or additional ideas and resources to consider moving forward.	Response to a post by a peer, connecting post and response with a personal connection and perspective related to the weeks theme, and/or textbook.	No response to peers or partially crafted responses. Response does not add to the conversation or move thinking forward, providing no insights.
Care (Length, Grammar and Spelling, Clarity, Responsibly cited)	Posts are composed, organized, succinct, with proper grammatical structures and spelling. Citations to reference readings, resources and learning support ideas and rationale for post/response.	Posts are complete, using proper grammatical structures and spelling making references to textbook, personal experiences, surfacing of new questions/wonderings.	Posts are incomplete or missing proper grammatical structures, with spelling errors. No citations are used to connect weeks readings, videos, or concepts/themes.
Completion	All posts are completed as required in a timely manner.	Posts are completed.	Posts are not completed in a timely manner.

Assignment #2: Personal Culture Metaphor

Teaching Quality Standard:

Fostering Effective Relationships, Engaging in Career-Long Learning, Demonstrating a Professional Body of Knowledge, and Establishing Inclusive Learning Environments.

Rationale:

In order to explore your own culture, you will create a visual representation of your surface (outer) and deep (inner) culture. The purpose of this assignments is to help surface your own values, perspectives and beliefs, which are deeply rooted in your own personal experiences, cultural interactions, and development. These deeply held perspectives will automatically surface as you interact, teach, and address various student situations, learning materials, and student diversity. By examining what you hold dear and is grounded within your own thinking and heart, one can then increase their awareness and anticipate responses and interactions with diversity, to ensure student success, safe learning environments, and care of each individual student, their families, and each other.

Instructions:

Create a visual representation/artifact of your surface (outer) and deep (inner) culture. One way of doing this, is to create a mask wherein one side represents the surface culture and the other side represents the deep culture of your personal culture. Find images, without words, to depict/illustrate your personal conceptualizations of your personal culture. Write a 3-4 page reflection paper, using APA guidelines, to describe your progress and journey attached to your visual representation of your personal culture. Refer to the iceberg analogy of culture, readings, online research, and

other texts to help delineate cultural depiction/characterization. Consider these guiding questions: What did you do? How did you do it? How does the visual represent these aspects of culture?

The visual artifact will need to be documented and shared digitally. We will create a class Padlet to openly share what each individual has created. While we will be showcasing our visual representations in Padlet, you are not limited to using what Padlet offers within their platform, please feel free to use what ever medium you are most comfortable in/with to document and capture your work.

Due Date:

Friday, March 13th, 2020

Assessment Criteria: Single Point Rubric

Performance Guidelines and Expectations

The Personal Cultural Representation will need to be submitted electronically, no later than Friday, March 13th, 2020 by 12:00 pm, midnight. Weighing: 25%.

Descriptors of Evaluated Content	Demonstration of descriptor Expectations		
	Excellent	Proficient	Adequate
<p><u>Criteria 1: Visual representation shows surface culture (5%)</u></p> <ul style="list-style-type: none"> Explains visual and the impact of each element Information is organized to enhance clarity Includes personal explanations of cultural perspective 	<p>(7%)</p> <ul style="list-style-type: none"> In-depth details Insightful Innovative design 	<p>(5%)</p> <ul style="list-style-type: none"> Substantial details Thoughtful/systematic Practical design 	<p>(3%)</p> <ul style="list-style-type: none"> Cursory details General Workable design
<p><u>Criteria 2: Visual representation shows deep culture (5%)</u></p> <ul style="list-style-type: none"> Explains visual and the impact of each element Information is organized to enhance clarity Includes personal explanations of cultural perspective 	<p>(7%)</p> <ul style="list-style-type: none"> Skillful connections linking elements Purposeful 	<p>(5%)</p> <ul style="list-style-type: none"> Meaningful connections linking elements Logical 	<p>(3%)</p> <ul style="list-style-type: none"> Superficial connections linking elements Simplistic and reasonable
<p><u>Criteria 3: 3 – 4 page reflective paper describing how surface and deep culture is represented (10%)</u></p> <ul style="list-style-type: none"> Draws conclusions and identifies factors that shape identity Communicates information with supporting evidence/sourcing Analyzes impact and cultural elements Summarizes experiences 	<p>(11%)</p> <ul style="list-style-type: none"> Compelling Persuasive Engaged Audience Comprehensive description of factors 	<p>(9%)</p> <ul style="list-style-type: none"> Effective Convincing Interested Audience Substantial description of factors 	<p>(7%)</p> <ul style="list-style-type: none"> Straight-forward Predictable Generally holds Audience attention Rudimentary description of factors

Assignment #3: Teaching Philosophy

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, and Adhering to Legal Frameworks and Policies.

Rationale:

Tanaka (2016) talks about the importance of being able to reflexively examining one's own thoughts, feelings, personal insights, and understandings of cultural perspectives, as these will help us to understand our own dispositions, understanding of learning and the dynamics of teaching (p. 9, 99). There is also a professional responsibility requiring awareness within the relationship of teaching (Tanaka, p. 9, 99), and within Alberta Education Teaching Quality Standards, to be mindful and open to diversity. By working with the various ideas and concepts you have engaged in prior to this course, and through the readings and text you have been working through, you are being asked to recursively acculturate different ways of knowing into your understanding of Indigenous Ways of Knowing practices, reflexively. Explore your various experiences with Indignity: your thoughts, feelings, insights, and cultural perspective(s). Analyze, critique and describe the effect of your experiences and the course materials. Surface what has been resonating for you as you synthesize meaningfulness of culture and diversity in learning, and how you will take up inclusive practices. Explain the significance of your perspective, understanding, belief, and awareness: where has your journey taken you? How have you changed?

Tanaka (2016) refers to Parker Palmer (1998, 2007, 2017) throughout her interwoven observations, listening, and stories. Palmer's (2017) ideation of teacher identity and integrity as integral parts of how a teacher views and enacts who they believe they are as a teacher, and is profoundly interconnected to what we believe in terms of what student learning is, looks like, how students behaviour demonstrates learning and thinking, and how we as teachers interact, plan and design learning opportunities and materials. Going through the process of surfacing your teacher beliefs, values and ideations, and then articulating them in a meaningful way, will help anchor you as you begin your teaching career, wherein you will be pulled in various directions and ways by parents, students (children), other teachers, and administrations. By developing your teaching philosophy, you will be grounding your practice in sources of knowledge, holding true to your truth, and recalling your desires and ideations of why you are 'being-becoming' a teacher (Tanaka, 2016).

Instructions:

You will create a metaphoric presentation wherein you share your thinking, believes and understandings about your self and your teaching personification, with a 5-6 page reflective paper. Your paper is expected to use APA style, citations and sourcing to support your knowledge, interpretation, and personal learning; explaining your insight and growth rationale. Your metaphoric presentation is an innovative way to communicate your teaching philosophy. The metaphoric presentation of your teaching philosophy is to be electronically shared, and can also be apart of your Living Portfolio Exhibition. The reflective paper is about crafting and articulating your personal narrative and teaching philosophy.

Due Date:

Tuesday, April 14th, 2020

Assessment Criteria:

Performance Guidelines and Expectations

The Ways of Knowing: Personal Narrative will be a electronically submitted paper, no later than Tuesday, April 14th, 2020 by 12:00 pm, midnight. Weighing: 40%.

Descriptors of Evaluated Content	Demonstration of descriptor Expectations		
	Excellent	Proficient	Adequate
<p>Criteria #1: Competence The paper is APA style with appropriate citation of texts/articles supporting thinking/ideations and sources of knowledge; and is persuasive. Self-reflection is thoughtful, insightful and explores future implementations personally, professionally, and as a teacher/learner. Application of knowledge, theories and understanding is integrated throughout the reflexive writing and metaphor presentation (8%).</p>	<ul style="list-style-type: none"> • Skillful use of citations • Compelling arguments • Engaging • Skillfully organized 	<ul style="list-style-type: none"> • Systematic use of citations • Effective arguments • Supporting details • Logically organized 	<ul style="list-style-type: none"> • Simplistic use of citations • Predictable and/or partially supported arguments • Straightforward details • Simplistically organized
<p>Criteria #2: Commitment The paper is recursive, integrating Indigenous Ways of Knowing and experiences into thinking and understanding of learning and teaching paradigms and relationships. Provides insight from personal experiences with diversity and inclusion, in developing an understanding of indignity. Perspective is shared, examined, and explored to interpret and demonstrate personal growth and progress throughout an educational journey (8%).</p>	<ul style="list-style-type: none"> • Perceptive • Insightful questioning • Vivid details • Organizes information to enhance clarity • Evaluates and shares impressions 	<ul style="list-style-type: none"> • Focused • Relevant questioning • Interesting details • Organizes information to share experiences • Connections experiences logically 	<ul style="list-style-type: none"> • Reasonable • Predictable questioning • Simplistic details • Organizes information simplistically • Obvious connections
<p>Criteria #3: Care Contributes insightful examples of personal experiences of the relationship of theory to practice, and explores impact and personal affect, with connections to personal values, beliefs, and cultural understandings, to express a teaching philosophy. Provides analysis from personal experiences with diversity and inclusion, inside and outside of the classroom, and in teacher-student dynamics/paradigms (8%).</p>	<ul style="list-style-type: none"> • Insightful conclusions or connections • Purposefully explains impact • Astutely displays and analyzes paradigms • Enhances understanding 	<ul style="list-style-type: none"> • Thoughtful conclusions or connections • Meaningfully explain impact • Credibly displays and analyzes paradigms • Supports understanding 	<ul style="list-style-type: none"> • Plausible conclusions or connections • Appropriately explains impact • Simplistic displays and analyzes of paradigms • Predictable understanding
<p>Criteria #4: Design The metaphoric representation speaks to the teaching view, perspective and philosophy developed. The metaphor demonstrates a sense of place with a connected story enacting the emotional, spiritual, physical, and academic/intellectual processes/aspect of a teaching philosophy (8%).</p>	<ul style="list-style-type: none"> • Innovative design • Engaging use of visuals • Vividly communicates information (through oral, visual and/or writing) 	<ul style="list-style-type: none"> • Effective/practical design • Effective and interesting use of visuals • Interestingly communicates information (through 	<ul style="list-style-type: none"> • Variable or workable design • Straightforward use of visuals • Appropriately communicates information (through oral,

		oral, visual and/or writing)	visual and/or writing)
<p>Criteria #5: Impact Analyze, synthesize and integrate cultural knowledge, theory and experiences and the impact education has in society, and the role the teacher has in shaping culturally inclusive education (8%).</p>	<ul style="list-style-type: none"> • Skillfully analyzes motivations and procedures in classrooms and education • Insightfully connects insights to personal experiences • Perceptively shares impressions of teacher identity • Explicitly supports position 	<ul style="list-style-type: none"> • Logically analyzes motivations and procedures in classrooms and education • Thoughtfully connects insights to personal experiences • Meaningfully shares impressions of teacher identity • Effectively supports position 	<ul style="list-style-type: none"> • Simplistically analyzes motivations and procedures in classrooms and education • Predictable connects insights to personal experiences • Appropriately shares impressions of teacher identity • Reasonably supports position

Attendance:

Please include a paragraph about attendance policy.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Satisfactory
C	
C-	
D+	Minimal Pass
D	
F	Failure

If you will be using percentages, please provide a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but MUST be stated in the syllabus. You can just cut and paste your scale into this space (removing what is here).

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.

Other:

Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, or reporting form.

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.

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.