Course ID:	Course Title:	Winter 2024
CDPD 600-2	Understanding and Application of Principles & Practices of Curriculum Design & Program Development	Prerequisite: CDPD 500
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Nadia Verna, MEd, BEd	First Day of Class:	February 12, 2024
Days: Mon/Wed 12:30-3:30 PM	Room: A2212	Email:	nadia.verna@ambrose.edu	Last Day to Add/Drop:	N/A*
Fri 12:30-3:30 PM	RE132	Phone:	(403) 808-8182	Last Day to Withdraw:	N/A*
		Office:	RE136	Last Day to Apply for Coursework Extension:	March 29, 2024
		Office Hours:	By Appointment- please email to schedule.	Last Day of Class:	April 12, 2024

*All requests to drop or withdraw from the Education program classes must be submitted to the Associate Dean, School of Education, and the Office of the Registrar in writing.

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar
- **Reading Week: February 19-23, 2024**
- **Good Friday (no classes) March 29, 2024**
- **Easter Monday (no classes) April 1, 2024**

Course Description

Building on the general principles of CDPD 500, students will use backwards design to build units of study across the various disciplines in the Alberta Program of Studies. Students will identify "big ideas" and "essential questions" in curriculum. They will make understanding and skill development visible through formative and summative assessments, create rubrics, design performance assessments, and practice reporting.

Expected Learning Outcomes

1. Design learning over the course of a unit that explicitly considers student diversity and supports the learning of all students.
2. Design learning for the development of literacy and numeracy skills.
3. Think, work, and communicate as a professional.

Concentration

- 2. Actively Engages in Career-Long Learning by seeking out feedback to enhance teaching practice through professional collaboration in a professional learning community and reflects on engaging in professional collaboration as a teacher professional. *A teacher engages in career long learning and ongoing critical reflection to improve teaching and learning*
- 3. Demonstrates an ability to reference and consider 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*
- 4. Builds units of study that support diverse learner needs and moves towards equitable approaches for designing learning experiences. Establishing Inclusive Learning Environments: *Establishes, promotes, and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.*
- 5. Begins to demonstrate thoughtful and relevant ways of Applying Foundational Knowledge about First Nations, Métis, and Inuit to designing units of study across various disciplines. *Develops and applies foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.*

Referenced

1. Seeks opportunities to collaborate with community members when designing units of study. Fostering Effective Relationships: *A teacher builds positive and productive relationships with students, parents/guardians, peers, and others in the school and local community to support student learning*.

Program Requirements

Requirement	Connected Topics	Content Addressed
Literacy 12 hours	Backwards Design Culturally Responsive Pedagogy Indigenous Ways of Knowing Assessment for learning	Identifying and curating literacy resources Development of literacy skills integrated across subject areas in unit planning Development of unit designs using Story Workshop for Writing
Numeracy 6 hours	Backwards Unit Design Culturally Responsive Pedagogies Indigenous Ways of Knowing Assessment for learning	Identifying and curating numeracy resources Developing numeracy skills integrated across subject areas in unit planning Mathematics unit planning Applying effective mathematics teaching practices
Canadian Studies 6 hours	Balanced assessment approaches Designing authentic performance tasks Indigenous Ways of Knowing Culturally Responsive Pedagogy Universal Designs for Learning Inclusive Teaching Practices	Teaching social studies Developing critical inquiry in social studies Backwards unit design
Science 12 hours	Balanced assessment approaches Designing authentic performance tasks Indigenous Ways of Knowing Culturally Responsive Pedagogy Universal Designs for Learning Inclusive Teaching Practices	Teaching science 5 E Framework for Science Unit Planning Inquiry based learning Backwards Unit Design

Professional Expectations:

Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University Bachelor of Education program. You are expected to attend every class, please be on time. Submit assignments on or before the due date. Complete the readings. Engage in class discussions and activities. Act in the same manner that would be expected of you in the profession of teaching.

- Take ownership of your learning and professional journey.
- Treat your peers as professional colleagues.
- Submit assignments on time.
- Address issues, conflicts, and differences of opinion promptly and professionally.
- Attend all required classes and contribute to discussions, activities, and collaborations.
- Conduct personal business (texting, Facebook/Instagram, phone calls, online shopping, hobbies …etc.) outside of the classroom.
- Challenge your own assumptions, identify biases, consider other perspectives, and think creatively.
- Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, personal ideas journal, library. etc.)
- Find ways to add value to your cohort and your program.

Textbooks

None required.

Readings

Please see course schedule for the anticipated reading dates. All readings will be made available through links within the course online learning management system (Moodle and Google Classroom) and Ambrose Library: https://ambrose.edu/library

ARPDC. (2022). Creating projects with a First Nations, Metis, or Inuit focus. http://empoweringthespirit.ca/wp-content/uploads/2019/04/FNMI-creatingProjects_Learning-guide-April-2019.pdf

ARPDC. (2022). Literacy and numeracy programming. https://arpdcresources.ca/consortia/literacy-numeracy-programming/

ARPDC. (2022). Comprehensive literacy guides K-6. https://arpdcresources.ca/consortia/comprehensive-literacy-guides-k-6/

Brown, B., Hartwell, A., & Thomas, C. (2018). Interdisciplinary design teams of pre-service and in-service teachers: Issues with collaboration. *Canadian Journal of Action Research, 19*(1). http://journals.nipissingu.ca/index.php/cjar

ERLC. (2022). Engaging all learners. https://www.engagingalllearners.ca/ip/conversation-with-caroline-musselwhite/index.php?id=1

Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Canadian Education Association. https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/

Hammond, Z. (2015, April 1). 3 tips to make any lesson more culturally responsive. Cult of Pedagogy. https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/

Kimmerer, R. (2013). Mishkos Kenomagwen: The teachings of grass. *In Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teaching of plants.* Minneapolis, MN: Milkweed Editions.

Louie, D., Poitras-Pratt, Y, Hanson, A, & Ottmann, J. (2017). Applying Indigenizing Principles of Decolonizing Methodologies in University Classrooms. *Canadian Journal of Higher Education, 47*(3), 16-33.

Nickel, & Jacobsen, M. (2021). Introduction. *In Preparing Teachers as Curriculum Designers*. Canadian Association for Teacher Education (CATE). https://cate-acfe.ca/wp-content/uploads/2021/01/Preparing-Teachers-as-Curriculum-Designers_ebook_FINAL.pdf (*Read p. 6-11).*

Primary Connections. (2022). The 5E model: a framework for guided-inquiry. https://primaryconnections.org.au/resources-and-pedagogies/pedagogies/5e-model-framework-guided-inquiry

Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475–514. https://doi.org/10.3102/0002831215585562

Schuhl, S. (2021). *Mathematics unit planning in a PLC at work: grades PreK-2*. Solution Tree Press. *(read Chapter 2 & Chapter 5). https://ambrose.primo.exlibrisgroup.com/permalink/01UCALG_AMBROSE/g2lemd/alma991001596717204337

Stiggins, R., & Chappuis, J. (2006). What a difference a word makes: Assessment FOR learning rather than assessment OF learning helps students succeed. *Journal of Staff Development, 27*(1), 10–15. http://downloads.pearsonassessments.com/ati/downloads/What-a-difference-a-word-makes.pdf

Sisson, J., Whitington, V., & Shin, A. M. (2020). "Teaching Culture Through Culture": A Case Study of Culturally Responsive Pedagogies in an Australian Early Childhood/Primary Context. *Journal of Research in Childhood Education*, *34*(1), 108–126. https://doi.org/10.1080/02568543.2019.1692110

Trinter, C. & Hughes, H. E. (2021). Teachers as Curriculum Designers: Inviting Teachers into the Productive Struggle. *RMLE Online: Research in Middle Level Education*, *44*(3), 1–16. https://doi.org/10.1080/19404476.2021.1878417

Wiggins, G. & McTighe, J. (2005). *Understanding by design.* Association for Supervision & Curriculum Development. ProQuest eBook Central. https://ebookcentral-proquest-com.ezproxy.acnuc.talonline.ca/lib/ambrose/detail.action?docID=3002118 . *Read Chapter 1, pp. 13-34.

Yuan, & Zhang, J. (2016). Promoting Teacher Collaboration Through Joint Lesson Planning: Challenges and Coping Strategies. *The Asia-Pacific Education Researcher*, *25*(5-6), 817–826. https://doi.org/10.1007/s40299-016-0300-7

The following is an outline of the course **it will be adapted** to meet the emerging needs and dynamics of the students in the course. The instructor will communicate an updated weekly schedule via Moodle and/or Google Classroom.

Topic/Dates	Readings	Reminders
Teacher as designer Feb. 12 - 16	• Friesen (2009). What did you do in school today? • Primary Connections. (2022). The 5E model: a framework for guided-inquiry. • Wiggins & McTighe. (2005). Understanding by Design.	
Reading Week (February 19-23)		
Designing teaching and learning Feb. 26- Mar.1	• Nickel, & Jacobsen, M. (2021). Introduction. In Preparing Teachers as Curriculum Designers. • Trinter, C. & Hughes, H. E. (2021). Teachers as Curriculum Designers: Inviting Teachers into the Productive Struggle. • Stiggins & Chappuis (2005). What a difference a word makes.	
Designing for a compassionate and culturally responsive learning environment Mar 4 - 8	• Louie et al. (2017). Applying indigenizing principles of decolonizing methodologies in university classrooms. • ARPDC. (2022). Creating projects with a First Nations, Metis, or Inuit focus. • Hammond, Z. (2015, April). 3 Tips to Make Any Lesson More Culturally Responsive. • Kimmerer, R. (2013). Mishkos Kenomagwen: The teachings of grass. *In Braiding Sweetgrass.* • Sisson, J., Whitington, V., & Shin, A. M. (2020). Teaching culture through culture.	
Designing for literacy and numeracy Mar. 11-15	• ARPDC. (2022). Literacy and numeracy programming. • ARPDC. (2022). Comprehensive literacy guides K-6. • ERLC. (2022). Engaging all learners. • Schuhl, S. (2021). Mathematics unit planning in a PLC at work.	**Portfolio Midterm** Mar 15 **Bulls-eye Midterm** Mar 15

Professional collaboration through co-design Mar. 18-22	• Brown, B., Hartwell, A., & Thomas, C. (2018). Interdisciplinary design teams of pre-service and in-service teachers: Issues with collaboration. • Ronfeldt, et al. (2015). Teacher collaboration in instructional teams and student achievement. • Yuan, & Zhang, J. (2016). Promoting Teacher Collaboration through Joint Lesson Planning: Challenges and Coping Strategies.	**Teacher as Designer** March 22
Individual Unit Plan Mar. 25-29	• Good Friday – March 29, 2024 (No Class)	**Portfolio Final** March 29
Preparing for Exhibition Apr 1-5	• Easter Monday- April 1, 2024 (No Class)	**Unit Plan Pitch** April 5
Exhibition of Learning Apr 8-12	• Exhibition- Tuesday, April 9, 2024	**Bulls-eye target** Apr 12 **Unit Plan** Apr 12

Learning Task Overview

Learning Task	Assigned as	Weighting	Outcomes	Due Date
Unit Design Portfolio	Group/Individual	20%	1, 2	Midterm Mar 15 Final Mar 29
Unit Plan	Individual	40%	1, 2	Pitch Apr 5 Final Apr 12
Teacher as Designer	Individual	30%	3	Mar 22
Bulls-eye Target	Individual	10%	3	Midterm Mar 17 Final Apr 13

1) Unit Design Portfolio – Group/Individual

Working in a professional learning community and individually, you will develop unit design concepts throughout the term as outlined in the schedule. You will be provided with scaffolding, prompts, and class time as you consider what students will learn and the evidence you will collect to assess student learning during a unit of study. You will use a unit design ideation template that will be provided to you by the instructor. Each unit design concept will connect to Alberta Programs of Studies and include links to literacy and numeracy skills development. The portfolio will be submitted at the **midterm as a group** to receive formative feedback and initial grade. **The remainder of the term**, you will complete the unit design concepts **individually** and the portfolio will be submitted at the end of the course for the final grade.

2) Unit Plan (Individual)

You will individually design a *Science* or *Social Studies* focused **unit plan** that scaffolds the development of literacy and numeracy skills and engages students in worthwhile work. Your unit plan design will also affirm diversity and strive for a more equitable curriculum. You will develop formative and summative assessment and scaffolding to support all learners to thrive. You will be asked to present a **3-5 min oral pitch** of the unit at our exhibition of learning. You will also submit a detailed unit plan using a template provided to you by the instructor. The planning template will include detailed unit scaffolding, a detailed formative and summative assessment plan including assessment instruments and detailed literacy and numeracy plans including the tasks and resources students will engage with. The unit plan pitch will be submitted for formative feedback and then the completed plan at the end of term for the final grade.

3) Teacher as Designer (Individual)

You will communicate your teaching and learning vision framed by the question: *What does it mean to be a designer of learning?* You will draw on the weekly themes and readings taken up throughout the class. Your response will address the following: Why, role of teacher, role of student, backwards design, learning environment, inclusive approaches, culturally responsive teaching, assessment, literacy, numeracy, co-design. The intent for this learning task is to give you the opportunity to use more than one medium of communication (e.g., audio, text, visual, etc.) to communicate your teaching and learning vision. This learning task will be submitted on March 24.

4) **Bulls-eye Target** (Individual)

You will use a **bulls-eye target** template to track and reflect on how you are engaging in your professional learning community *(the small group you are collaborating with on the Unit Design Portfolio).* You will be prompted each week to document evidence and self-assess based on the following four elements of professionalism: preparedness; collaboration; mindset; and contribution. You will submit your target data along with an analysis of your performance at the midterm and at the end of term.

Participation and Attendance

Participation in and contribution to the scholarly community is essential to learning in this course. Our classroom will be designed as a knowledge building community and regular attendance is critical to your success in this course. Please notify the instructor if you need to miss a class. The instructor will work with you to determine how you can catch up on what you have missed.

Group work

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively the instructor may re-assign members to separate groups or assign individual work for completion.

Scaffolding and Feedback

Scaffolding and feedback are an integral and core practice in supporting learners develop understanding and the ability to apply knowledge to teaching and learning contexts. You will be provided feedback in an ongoing basis through the course. This feedback will attend to how well you are demonstrating the outcomes, your organizational skills, as well as professional skills that are relevant to the teaching profession and the expectations of the Ambrose Bachelor of Education Program.

Scaffolding can occur in a variety of ways. For example, your instructor may model how to break down an assignment into personally manageable tasks that can be applied to future learning tasks, provide strategic questions to deepen thinking and make connections, and facilitate critical feedback from friends within your cohort.

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

Late submissions

In extenuating circumstances, you need to reach out to your instructor to negotiate an extension. This must occur before the due date. If you do not negotiate an extension prior to the due date or make agree to an extension and then neglect to meet the new deadline, late assignments will be deducted a half letter grade for every two days late.

Assessment, Grading Summary, and Rubrics

Outcomes-based assessment is when student learning is assessed and understood against an outcome. Pragmatically, it means that evidence of learning is collected, organized, and analyzed by outcomes rather than learning tasks. There are three learning outcomes in this course and the instructor will draw on a range of assessment evidence for each of these outcomes which includes four different learning tasks each with different weightings. The instructor will use professional judgement in consideration of the body of evidence and rubrics provided and consider recent performance and the scope and scale of each piece of evidence. This means that tasks that are completed near the end of the course as well as tasks that with higher weightings will factor into the determination of final grades. Final grades will be developed and

communicated using the criteria provided in the rubrics below. To receive a passing grade for the course you must attain a minimum of a B+ in each learning outcome.

Grade Summary

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points	Description
A+	**Mastery** (Excellent)	4.00	Outstanding- Expands the space of the possible for learning outcomes
A		4.00	Consistently demonstrates exemplary performance of all learning outcomes
A-	**Accomplished**	3.70	Exemplary performance of most learning outcomes and strong performance of all learning outcomes
B+	**Progressing** (Good)	3.30	Strong performance of learning outcomes
B	**Emerging**	3.00	Basic performance of learning outcomes
B-		2.70	Basic performance of learning outcomes
C+	**Beginning** (Satisfactory)	2.30	Marginal and/or inconsistent performance of learning outcomes
C		2.00	Marginal and/or inconsistent performance of learning outcomes
C-	**Limited**	1.70	Cannot demonstrate performance of learning outcomes
D+	Poor	1.30	
D		1.0	
F	Failure	0.00	
P	Pass	No Grade Points	

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, 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.

Learning Outcomes Rubric

O.1 Design learning over the course of a unit.	Emerging	Progressing	Mastery
I can design learning for students that is worthy of their time and attention, is personally relevant and is deeply connected to the world in which they live.	We have designed for competition to drive learning. We have designed primarily for large group instruction. We have designed a logical sequence of teaching. We have designed a test that prioritizes the recall of facts. We have predetermined how and what students will learn. We have designed for students to learn through worksheets, textbooks, and lectures. We have designed learning without planning for student input.	We have designed for students to work collaboratively We have designed for the teacher to provide students with feedback. We have designed a logical sequence of teaching and learning. We have designed an opportunity for students to make things that represent their learning. We have designed for some student choice. We have designed for students to learn through labs, activities, and a range of materials. We have designed for what students already know to be a starting point for learning	We have designed for idea diversity, improvable ideas, and community knowledge. We have designed for students to receive feedback and coaching from peers, teacher, and school and/or community experts. We have designed scaffolding that supports students to fail forward. We have designed an opportunity for students to make original representations of their learning that matter to themselves and the community. We have designed for student questions and curiosity to guide learning. We have designed time for students to explore and uncover curriculum through real world experiences and sources. We have designed to activate students' past experiences, current interests, and unique ideas to enrich the study.

I can design learning that explicitly considers student diversity and supports the learning experiences of all students.	We have designed one way for all students to access and demonstrate their learning.	We have designed some choice for how students will show their learning and planned modifications for students with I.P.P.S	We have designed opportunities for students to access and demonstrate their learning through multiple means of expression and through hands on experiences and a variety of authentic tools
I can design learning draws upon the front matter of the programs of study to engage students in meaningful work.	We have designed for students to practice isolated knowledge and skills with no opportunity for application.	We have designed opportunities for students to apply their skills.	We have designed opportunities for students to learn big ideas that connect to the front matter and general learner outcomes in the POS.
I can design balanced assessment that is clearly focused on improving student learning and guiding teaching decisions and actions.	We have designed for students to receive a summative assessment of learning after learning has occurred. We have designed for teachers to be responsible for assessment.	We have designed some formative assessment activities to provide students with feedback.	We have designed formative assessment routines that will provide us with understanding of what students know and can do and articulated how considering this information will guide our instructional decisions.
		We have designed for students to receive teacher feedback before summative assessment.	We have designed opportunities for students to receive critique from peers and teacher in advance of summative assessments.
		We have designed for students to receive assessment criteria at the beginning of instruction featuring clear learning outcomes, objectives and exemplars.	We have designed opportunities for students to co-create criteria and self-assess their learning prior to the summative assessment.
			We have designed opportunities for students to reflect on how their learning connects to their growth.
			We have created clear learning targets to guide formative and summative assessment.

I can design for a more equitable curriculum and classroom experience that affirms diversity to encourage students to feel a sense of belonging	We have designed for students to learn primarily from a single or dominant cultural perspective.	We have designed for students to access resources that accurately reflect and affirm diversity.	We have considered the complex supports needed to create learning that is collaborative, involves community, provides ethical opportunities to affirm diversity and other ways of knowing through multiple lenses including ability, interests, and cultural perspectives.

O.2. Design for the development of literacy and numeracy skills.	Emerging	Progressing	Mastery
I can curate and meaningfully employ high quality literacy resources.	We have planned for students to use commercially produced resources without considering how these materials connect to our learner's specific needs. We have listed literacy resources but have not provided adequate evidence to demonstrate that we understand why or how to best use them.	We have designed a sequence of teaching and learning with direct references to the learner needs. We have demonstrated that we understand how to implement the literacy resources we have curated.	We have designed scaffolding drawing on high quality literacy resources towards key skills linked directly to assessment evidence that guides understanding of specific learner needs. We have demonstrated that we understand and apply the big ideas underpinning the resources we have curated.
I can curate and meaningfully employ high quality numeracy resources.	We have planned for students to use commercially produced resources without considering how these materials connect to our learner's specific needs. We have listed numeracy resources but have not provided adequate	We have designed a sequence of teaching and learning with direct references to the learner needs. We have demonstrated that we understand how to	We have designed scaffolding drawing on high quality numeracy resources towards key skills linked directly to assessment evidence that guides understanding of specific learner needs.

	evidence to demonstrate that we understand why or how to best use them.	implement the numeracy resources we have curated.	We have demonstrated that we understand and apply the big ideas underpinning the resources we have curated.
I can design for the intentional development of literacy and numeracy skills integrated across subject areas and driven by ongoing assessment to inform teaching.	We have planned for students to use commercially produced resources without considering how these materials connect to our learner's specific needs; activities are disconnected from day-to-day instruction. We have designed for students to receive literacy instruction in Language Arts and numeracy instruction in mathematics.	We have designed a sequence of teaching and learning with direct references to the learner needs that will inform learning. We have identified potential opportunities for students to use their literacy and/or numeracy skills in the context of other subject areas.	We have designed scaffolding towards key literacy and numeracy skills linked directly to assessment evidence and routines that guides understanding of specific learner needs to inform teaching and learning on an ongoing basis. We have designed opportunities for students to connect, apply and transfer literacy and/or numeracy skills in the context of other subject areas.

O.3. Think, work, and communicate as a professional.	Emerging	Progressing	Mastery
I can co-design learning and collaborate in a professional learning community	I have not recognized the impact I have had on others or been able to share examples of how I positively contributed to collaboration on my team.	I have shared examples of how I worked to improve collaboration in my team.	I have reflected on my creative process and provided examples of how I used this reflection to guide how I think, act, and communicate with my group members. I have used empathy to consider the creative processes of others and provided examples of how I have attempted to respond to the strengths and needs of others. I have demonstrate optimism, creative confidence, and a willingness to evolve my thinking through a collaborative knowledge building process.

I can demonstrate a professional level of preparedness and make significant contributions to the learning community.	You rarely make productive contributions to discourse in small or large groupings, or your contributions are not well received by your peers. You neglect to be prepared to discuss readings and/or you do not demonstrate open listening to ideas shared by others. You do not complete your group or coursework in a timely manner and do not communicate with your group members and instructor regarding your needs.	You regularly contribute helpful ideas in small and large group settings regularly. You conduct all readings and share your insights to build knowledge. You complete all the tasks expected of you by your group. You stay on top of the course schedule and if you need extra time on a scaffolding step or assignment you communicate in advance with your group members and instructor and establish and follow through on a plan to catch up.	You play an active role in putting forward different ideas to create a dynamic environment. You draw upon content from the readings by citing or quoting specific passages. You supplement these with additional information sources, as evidence for helping others build knowledge. Your regular and timely contributions to discourse serves to engage peers in scholarly discourse and advance collective understanding. You take a lead role in dividing group work and model a culture of accountability by exceeding all your group work commitments. You complete all scaffolding steps as scheduled and submit all assignments on time in the format outlined by the instructor.
I can communicate learning design decisions to stakeholders.	I have described what teaching and learning will look like in my classroom.	I have explained the why and how of teaching and learning in my classroom.	I have created a compelling vision and mission for teaching and learning in my classroom.

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 Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. 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/academics/academic-calendar

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 registrar. 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.

Learning Services
Learning Services provides support with
• General study skills (e.g., time management, note-taking),
• Research and communication skills (e.g., writing a paper, researching, giving a presentation), and
• Subject-specific skills (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).
We offer workshops, one-to-one tutoring, and more, and all of our services are free to students currently enrolled at Ambrose University. To learn more, please visit
https://ambrose.edu/sas/learning-services.

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
For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
For additional wellness resources go to the Ambrose wellness page:
https://ambrose.edu/wellness
Off Campus:
Distress Centre - 403-266-4357
Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
Sheldon Chumir Health Care Centre - 403-955-6200
Emergency - 911

Sexual Violence Support
We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need, and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
Clinic: Sheldon Chumir Health Centre - 403-955-6200
Calgary Communities Against Sexual Abuse - 403-237-5888
Chat: www.calgarycasa.com

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