



School of
Distance Education
Andrews University



SYLLABUS

**EDTE 208/508 Principles of Teaching
and Learning**

202241

EDTE 208/508 Principles of Teaching and Learning

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management skills.

Required Text/Material

Marzano, Robert & Pickering, Debra. (1997). *Dimensions of Learning Teacher's Manual*. 2nd edition. Alexandria, VA: ASCD. ISBN: 9781416608974. (This resource is available for free online in the LearningHub course space)

White, Ellen G. (1903, 1952). [Education](http://beta.egw writings.org). Available online at beta.egw writings.org.

On-line Resources:

[North American Division Elementary Standards](#)

[North American Division Secondary Standards](#)

[Common Core State Standards](#)

[State of Michigan State Standards](#)

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 hours total on this course. This course has 16 modules with 15 lessons, weekly discussion forums and assignments, a midterm exam, and a final lesson assignment. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Student Learning Outcomes

1. Participate regularly and positively in classwork.
2. Map standards-based curriculum for K-12 subjects and grade level.
3. Plan subject-based units of instruction.
4. Participate effectively in discussions.
5. Create lesson plans based on each unit of instruction.
6. Demonstrate acquisition of declarative and procedural knowledge through writing, examination, and application.

Part 2: Course Methods and Delivery**Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, short writings on the reading, interactions with the instructor via blogs, assignments on course material, and a midterm exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

1. Reading and Written Assignments {I,II,III,IV,V,VI}

You are expected to read all assigned reading materials and complete all other assignments and handouts as announced in class. Please complete the written assignments listed below.

- | | |
|--|-----------------------------|
| - Teaching & Learning Definitions | 4-5 Sentences {CF I,III} |
| - Metaphor of “The Effective Teacher” | 1-2 Pages {CF I} |
| - Description of Personal Learning Style | 2-3 Pages {CF II} |
| - Instructional Goals/Standards | Standards & Bench. {CF III} |
| - Unwrapped Standards | 5 Standards {CF II,III} |
| - Classroom Rules | As Instructed {CF III} |

2. Curriculum Map {CF II, III}

You will prepare a curriculum map for one subject, utilizing the North American Division of SDA Curriculum Guides, the Michigan State Standards, the Common Core State Standards, and/or other state standards as a guide for the curriculum map. You will be provided a template and will be expected to use it for the completion of this map.

It will include the following components:

- Subject and Grade Level(s)
- Curriculum framework (standards) used
- Big Ideas and Essential Questions
- Summary of unit content
- Skills with Related Standards
- Assessments
- Resources
- Scope and Sequence (monthly expectations)

An assessment rubric for this assignment is provided below and posted on LearningHub.

3. Unit Plan {CF III}

You will construct one-unit plan. Your plan will be developed from the curriculum map. In preparing the unit plan, you will be answering the following questions:

- What do I want my students to know after several lessons?
- What are some of the best ways to teach this?
- What objectives are reasonable for students?
- How will I differentiate instruction for students who are at different levels and/or who may have different learning needs?

You will be provided a template and expected to use it for the completion of the unit plan. Your Unit Plan will include the following components:

- Subject and Grade Level
- Overview/General Goal
- Rationale
- A Template Containing:
 - o Unit Objectives
 - All cognitive domain levels included
 - One objective from the affective domain
 - One objective from the psychomotor domain, if applicable
 - o Outline of the content to be covered
 - o A list of learning activities to be included during instruction
 - o Time required for each element in the unit
 - o Assessment of student learning

An assessment rubric for this assignment is provided below and posted on LearningHub.

4. Online Blogs

Blogs are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some blogs are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a blog that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g., APA, MLA, Chicago, etc.).

5. Lesson Plans and Reflections {CF II,III,IV}

You will construct six (6) separate lesson plans. These lesson plans must be developed from your unit plan. You will follow the *Planning Techniques – Pre-service Teaching* handout and use the provided lesson plan template in creating these plans. In constructing your lesson plans, you will be responding to the following in your reflections:

- What key point(s) do I want my students to walk away with today?
- How will they be able to apply/use this material?
- How can I know they have mastered it?
- How can I individualize instruction for each student?

Rubrics

Unit Plan Assessment Rubric

Unit Component (If a component is omitted, it receives a rating of 0)	Rating Scale				Weight	Points Earned (Rating X Weight)
	Level 1 “Unacceptable”	Level 2 “Unacceptable”	Level 3 “Acceptable”	Level 4 “Target”		
<i>Subject/Grade</i>		Subject or grade level identified, but not both.		Subject and grade level clearly identified on unit plan.	1	
<i>Overview/General Goal</i>		Language used prevents the communication of the purpose	Communicates the purpose of the unit, with some need for clarification	Communicates the purpose of the unit in clear language	2	
<i>Rationale/Big Idea(s)</i>	Attempts, but does not explain the reasons for studying this content	Attempts a rationale, but it is neither clear nor concise	Explains the reasons for studying this content with some need for clarification	Explains clearly and concisely the reasons for studying this content	2	
<i>Objectives (can be abbreviated rather than ABCD format)</i>	Objectives do not resemble the ABCD format presented in class.	Objectives are written, but not specific to the unit content	Objectives are specific to the unit content but do not include specific student behaviors	Objectives are specific to the unit content and include specific student behaviors	5	
<i>Content</i>	Content is not consistent with the unit overview and rationale	Content is somewhat consistent with the unit overview and rationale, with major misconceptions	Content is consistent with the unit overview and rationale, with some misconceptions	Content is consistent with the unit overview and rationale	5	
<i>Learning Activities</i>	Learning activities appropriate inappropriate for content and students	Most learning activities are inappropriate for content and/or students	Learning activities appropriate for either content or student	Learning activities appropriate for both content and student	5	
<i>Days Allotted for Activities</i>		Inadequate time allotted for learning activities		Adequate time allotted for learning activities	1	
<i>Assessment</i>	Assessment is not appropriate for the unit	Assessment is somewhat connected to unit objectives or content	Assessment is based on unit objectives but there are some misconceptions about appropriateness	Assessment is based on unit objectives and is appropriate to the content	4	
Totals					25	
Your average rating (your total/25)						

Curriculum Map Rubric (in LearningHub)

Outline Component (If a component is omitted, it receives a rating of 0)	Rating Scale				Weight	Points Earned (Rating X Weight)
	Level 4 Target	Level 3 “Acceptable” Needs Some Refinement	Level 2 “Developing” Has Major Problems	Level 1 “Unacceptable” Level of Performance		
Subject, Grade Level, Months, Big Ideas, Essential Questions	Subject, grade level, and all months are identified on the Yearly Plan	1 of the 3 elements is missing on 1 of the monthly maps.	2 of the 3 elements are missing on one of the monthly maps.	2 or more elements are missing on more than 1 of the monthly maps.	1	
Content Content refers to the specific information students need to know in a given standard, its related indicators, or in an entire course of study (Ainsworth, 2003).	Expressed as descriptive nouns or noun phrases Written in phrases rather than sentences Avoids the use of chapter headings, page numbers, acronyms, and abbreviations Has enough detail to inform readers about content instructed, yet limited to two outline levels	All elements of level 4 are present with few misrepresentations.	1 element from level 4 is missing with several misrepresentations	2 or more elements are missing and/or several misrepresentations are present.	6	
Skills (Standards and Benchmarks) Skills are desired or targeted proficiencies and must commence with an action verb with each entry (Hayes-Jacobs, 2008).	Expressed as seeable and measurable verbs based on Bloom’s Taxonomy Are precise and exhibit active demonstrations of learning Focused on the skills students learn rather than activities Written in the language of skills, not a restatement of the standards Proper standards and benchmarks have been clearly identified for each skill	All elements of level 4 are listed with few misrepresentations	1 element from level 4 is missing with several misrepresentations	2 or more elements are missing and/or several misrepresentations are present.	6	
Assessments An assessment is a demonstration of learning thus it always takes the form of either a tangible product or a temporal performance (Hayes-Jacobs, 2008).	Expressed as defined nouns that clearly describe the assessment tool, product or performance Written in measurable and recordable terms Includes the tools used to provide evidence of learning	All elements of level 4 are listed with few misrepresentations	1 element from level 4 is missing with several misrepresentations	2 or more elements are missing and/or several misrepresentations are present.	6	
Instructional Resources	Essential resources for instruction, intervention, and assessments are included.	1 of the 3 elements is missing on 1 of the monthly maps.	2 of the 3 elements are missing on one of the monthly maps.	2 or more elements are missing on more than 1 of the monthly maps.	6	
Totals					25	
Target = 97-100 Acceptable = 78-96 Unacceptable = <78 Your Average Rating						

Exams

There is one exam for this course. The midterm exam covers material from modules 1-9 and is made up of multiple-choice questions, short answers, and true or false questions, and worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 10% of your grade. This exam must be taken under the supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/studentns/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Suggested schedule for completion in 8 weeks:

Modules	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	SLO 1-6
1	School of Education Conceptual Framework Course Introduction Dimensions of Learning Overview	Syllabus Marzano pp. 1-12	Blog #1: Syllabus Blog #2: Conceptual Framework Blog #3: Dimensions Overview	SLO 1,2,4
	Dimension 1: Positive Attitudes/Perceptions	Marzano, Chapter 1 White, Education, Chapter 1	Blog #4: Attitude and Perceptions Assignment #1: Definition of Teaching and Learning	SLO, 1,2,4
2	Effective Teachers	Education, Chapters 4-7 Effective Teacher PPT	Blog #5: Effective Teacher Assignment #2: Write an Effective Teaching Metaphor Assignment #3: Classroom Rules	SLO 1,2,4
	Howard Gardner's Multiple Intelligence Theory	Video: Howard Gardner's Multiple Intelligences Theory	Blog #6: Multiple Intelligences Assignment #4: Multiple Intelligences Test Assignment #5: Description of Learning Style	SLO 1,2

Modules	Lessons	Readings	Assignments	Outcomes Met
3	Student Diversity	Read the summary, then watch the video "Teaching Diverse Learners."	Blog #7: Student Diversity Assignment #6: Student Diversity Chart	SLO 1,2,4
	Academic Standards	White's Education, Chapter 8. Academic Standards and the Common Core State Standards (CCSS) PPT SDA Academic Standards (Your grade-level/content-area) Common Core State Standards	Blog #8: Academic Standards Assignment #7: Academic Standard Selection	SLO 1,2,4
4	Academic Standards	White's Education, Chapter 8. Academic Standards and the Common Core State Standards (CCSS) PPT SDA Academic Standards (Your grade-level/content-area) Common Core State Standards	Blog #9: Assessing Student Writing	SLO 1,2,3
	Setting Educational Goals: Unwrapping the Standards	Unwrapping Standards PPT Bloom's New Taxonomy	Blog #10: Unwrapping Standards Assignment #8: Unwrapping the Standards	SLO 1,2,3,4
5	Yearly (Long Range) Planning - Curriculum Mapping	Curriculum Mapping PPT	Blog #11: Curriculum Mapping Assignment #9: Curriculum Mapping	SLO 1,2,3,4
	PROCTORED Midterm Exam			SLO 1,2,3,5
	Instructional Objectives Unit Planning	White, Education, Chapter 9 Writing Objectives and Bloom's Taxonomy PPT Bloom's Handout Unit Planning PPT	Blog #12: Writing Instructional Objectives Assignment #10: Unit Plan	SLO 3,4
6	Declarative and Procedural Knowledge	White, Education, Chapters 10 – 13 Marzano, Dimension 2, pp. 43-92 Declarative Knowledge PPT Video: Conceptual vs. Procedural Knowledge	Blog #13: Declarative Knowledge Declarative Knowledge Lesson Plan #1	SLO 3,4,5
	Lesson Plan and Design	Declarative Knowledge PPT Anatomy of Direct Instruction Lessons PPT	Declarative Knowledge Lesson Plan #2 Lesson Reflection Blog #1: Declarative Knowledge Lesson Plan Feedback Blog #14: Anatomy of Direct Instruction Lessons	SLO 3,4,5,6
7	Intrinsic Motivation On-task Behavior	White, Education, Chapters 32-35 Intrinsic Motivation Data Set Mia MacMeekin's Article: "27 Ways to Promote Intrinsic Motivation in The Classroom" On-Task Behavior Article	Blog #15: Intrinsic Motivation Blog #16: On-task Behavior	SLO 3,4,5,6

Modules	Lessons	Readings	Assignments	Outcomes Met
	Procedural and Contextual Knowledge	Marzano, pp. 93-112 Procedural Knowledge PPT	Procedural Knowledge Lesson Plan #1 Procedural Knowledge Lesson Plan #2 Lesson Reflection Blog #2: Procedural and Contextual Knowledge Feedback	SLO 5,6
8	Cooperative Learning	Introduction to Cooperative Learning PPT Selected Cooperative Learning Structures: Resources	Cooperative Learning Lesson Plan Lesson Reflection Blog #3: Cooperative Learning Lesson Feedback	SLO 5,6
	FINAL LESSON PLAN ASSIGNMENT			SLO 5,6

Suggested schedule for completion in 16 weeks:

Modules	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	SLO 1-6
1	School of Education Conceptual Framework Course Introduction Dimensions of Learning Overview	Syllabus Marzano pp. 1-12	Blog #1: Syllabus Blog #2: Conceptual Framework Blog #3: Dimensions Overview	SLO 1,2,4
2	Dimension 1: Positive Attitudes/Perceptions	Marzano, Chapter 1 White, Education, Chapter 1	Blog #4: Attitude and Perceptions Assignment #1: Definition of Teaching and Learning	SLO, 1,2,4
3	Effective Teachers	Education, Chapters 4-7 Effective Teacher PPT	Blog #5: Effective Teacher Assignment #2: Write an Effective Teaching Metaphor Assignment #3: Classroom Rules	SLO 1,2,4
4	Howard Gardner's Multiple Intelligence Theory	Video: Howard Gardner's Multiple Intelligences Theory	Blog #6: Multiple Intelligences Assignment #4: Multiple Intelligences Test Assignment #5: Description of Learning Style	SLO 1,2
5	Student Diversity	Read the summary, then watch the video "Teaching Diverse Learners."	Blog #7: Student Diversity Assignment #6: Student Diversity Chart	SLO 1,2,4

Modules	Lessons	Readings	Assignments	Outcomes Met
6	Academic Standards	White's Education, Chapter 8. Academic Standards and the Common Core State Standards (CCSS) PPT SDA Academic Standards (Your grade-level/content-area) Common Core State Standards	Blog #8: Academic Standards Assignment #7: Academic Standard Selection	SLO 1,2,4
7	Academic Standards	White's Education, Chapter 8. Academic Standards and the Common Core State Standards (CCSS) PPT SDA Academic Standards (Your grade-level/content-area) Common Core State Standards	Blog #9: Assessing Student Writing	SLO 1,2,3
8	Setting Educational Goals: Unwrapping the Standards	Unwrapping Standards PPT Bloom's New Taxonomy	Blog #10: Unwrapping Standards Assignment #8: Unwrapping the Standards	SLO 1,2,3,4
9	Yearly (Long Range) Planning - Curriculum Mapping	Curriculum Mapping PPT	Blog #11: Curriculum Mapping Assignment #9: Curriculum Mapping	SLO 1,2,3,4
				PROCTORED Midterm Exam SLO 1,2,3,5
10	Instructional Objectives Unit Planning	White, Education, Chapter 9 Writing Objectives and Bloom's Taxonomy PPT Bloom's Handout Unit Planning PPT	Blog #12: Writing Instructional Objectives Assignment #10: Unit Plan	SLO 3,4
11	Declarative and Procedural Knowledge	White, Education, Chapters 10 – 13 Marzano, Dimension 2, pp. 43-92 Declarative Knowledge PPT Video: Conceptual vs. Procedural Knowledge	Blog #13: Declarative Knowledge Declarative Knowledge Lesson Plan #1	SLO 3,4,5
12	Lesson Plan and Design	Declarative Knowledge PPT Anatomy of Direct Instruction Lessons PPT	Declarative Knowledge Lesson Plan #2 Lesson Reflection Blog #1: Declarative Knowledge Lesson Plan Feedback Blog #14: Anatomy of Direct Instruction Lessons	SLO 3,4,5,6
13	Intrinsic Motivation On-task Behavior	White, Education, Chapters 32-35 Intrinsic Motivation Data Set Mia MacMeekin's Article: "27 Ways to Promote Intrinsic Motivation in The Classroom" On-Task Behavior Article	Blog Forum #15: Intrinsic Motivation Blog Forum #16: On-task Behavior	SLO 3,4,5,6

Modules	Lessons	Readings	Assignments	Outcomes Met
14	Procedural and Contextual Knowledge	Marzano, pp. 93-112 Procedural Knowledge PPT	Procedural Knowledge Lesson Plan #1 Procedural Knowledge Lesson Plan #2 Lesson Reflection Blog #2: Procedural and Contextual Knowledge Feedback	SLO 5,6
15	Cooperative Learning	Introduction to Cooperative Learning PPT Selected Cooperative Learning Structures: Resources	Cooperative Learning Lesson Plan Lesson Reflection Blog #3: Cooperative Learning Lesson Feedback	SLO 5,6
16	FINAL LESSON PLAN ASSIGNMENT			SLO 5,6

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
15	Readings and Written Assignments (Dimension 2)
10	Midterm Exam (Dimension 2)
20	Curriculum Map and Unit Plan (Dimension 2)
15	Online Blogs (Dimensions 1 & 3)
20	Lesson Plans (5) (Dimension 4)
10	Final Lesson Plan Assignment (Dimension 4)
10	Lesson Plan Reflections (3) (Dimension 5) (100 points)
100	Total Percent Possible

Viewing Grades in Learning Hub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies**Withdrawal and Incomplete Policies**

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

Part 6: Bibliography

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