

*Erin Spring***EDUC 314: Mindfulness and Wellbeing in Higher Education**
Fall 2025

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Battle River Territory (Districts 5 and 6).

Class Dates: September 2 – December 5, 2025

LOCATIONS: **Two different locations** are used for this course.

Last Day to Add/Drop/Swap: The last day to add/drop this course is Thursday, September 11th, 2025.
The final day to withdraw with a “W” on your transcript is Friday, December 5th.

Pre-requisite:

- If you are taking this course as part of the *Certificate in Mental Wellbeing and Resilience*, please speak with an advisor in that program (minimum pre-requisite is 18 credits at the 200 level). If you wish to enroll in this certificate, please speak with your program advisor.
- If you are taking this course as part of your *Bachelor of Education* degree, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION:

Drawing on secular mindfulness programs, this course offers a skills-based approach to navigating stresses. Students will learn a variety of practices, and research that supports them, to cultivate holistic well-being.

Extended Description:

This course is designed to create a space of refuge, rest, community, and calm focus in an institution that often creates conditions for distraction, rushing, competition, and stress. The course is based on principles of **contemplative/slow pedagogy**, and on **principles of autonomy and self-determination** as paths to individual and community well-being. The meanings of these terms will be explored and experienced during this course.

The 8-week MBSR (Mindfulness-Based Stress Reduction) program will be embedded in this course experience. Your instructor is a certified and experienced instructor of the MBSR program. The course will also draw on related aspects of the Mindful Self-Compassion program. Attending classes and making a personal and disciplined commitment to daily home practice and homework is essential to your learning and to completion of the course assignments. We will also be learning about the extensive research that supports the practices and skills learned in secular mindfulness programs.

***NOTE:** To receive the MBSR Certificate of Completion

If you attend and participate in ALL the classes (absent by permission only), you will receive a Certificate of Completion for the MBSR program which you may use as a credential if you ever wish to seek mindfulness instructor training in any of the formal mindfulness programs (MBSR, MBCT, MSC etc.). Advanced training is often pursued by medical, psychology, and social work professionals. Completion of one of these programs as a participant is a required for application/admission to these and other formal mindfulness certification training programs.

This course is based on *experiential, inquiry-based, in-person learning*. This active and embodied mode of learning is both individual (your own experience) and collective (our shared experience). Please do your best to attend *every* class. Assignments are based on daily homework, experiences in class, as well as group work and whole class inquiry. Notify the instructor ASAP of absences so that we can decide how you can best learn what you have missed. Given the ongoing nature of the COVID-19 pandemic, absences due to illness or isolation are anticipated. Please stay home if you are feeling unwell or have any symptoms. Unpredictable absences due to illness will be addressed with flexibility and grace, depending on the needs of the student.

WHAT TO BRING AND WEAR

- 1) Your MBSR Home Practice Workbook to EVERY class
- 2) Wear comfortable clothing that enables you to participate in movement activities. All mobility abilities and concerns can be accommodated, and this will be discussed on the first day of class. If you have concerns before class starts, please contact the instructor.
- 3) For ALL classes, be prepared for the possibility of learning **outdoors** for all or a portion of the class. Check the weather and bring what you require to be comfortable (something to sit on, hat, sunscreen, sunglasses, sweater/jacket, etc.).
- 4) (yoga mats – to update once I count how many are available in the Firmatas space)

LEARNER OUTCOMES:

The learning outcomes for you/us in this course are:

- 1) Practice and learn secular-scientific mindfulness practices and skills that can support us in navigating both chronic and acute stresses of our everyday human lives.

- 2) Gain knowledge and skill in communicating about the research that supports these practices.
- 3) Develop and pursue your own learning outcomes related to the course themes.

Additional outcomes include:

- Practicing skills for inquiring into the nature of our own experiences.
- Learning about the contemplative sciences and the nature of the human mind/consciousness.
- Cultivating enhanced attention in the present moment to self and world.
- Inquiring into and learning about the critical social and ecological justice implications of this field of study and practice for both individuals and communities.
- Learning skills for enhanced concentration and choice-making in a world of distraction and overwhelm.
- Consciously cultivating compassion for self, others, and the more-than-human world.
- Practice building a learning community of friendship and care for one another.
- Practicing inquiring into and paying attention to our somatic (body/embodied) experiences.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment. Please bring a computing device (tablet, computer, phone) that is internet enabled to every class.

REQUIRED RESOURCES:

Nhất Hạnh, T. (1987). *The miracle of mindfulness: An introduction to the practice of meditation*. Boston: Beacon Press.

https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51752149360004336

Mindfulness-Based Stress Reduction practice recordings (website or download app)

Access: <https://www.mindfulnessstudies.com/meditations/>

Toronto Centre for Mindfulness Studies (2017). *Mindfulness-Based Stress Reduction Home Practice Workbook*.

*For purchase at Bound and Copied in MacEwan Student Centre. If the cost of this book is prohibitive for you, please speak with the instructor.

OPTIONAL RECOMMENDED RESOURCES:

BOOK

Germer, C. (2009). *The mindful path to self-compassion*. Guilford Press.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=288478&site=ehost-live>

Neff, K., & Germer, C. (2018). *The mindful self-compassion workbook*. The Guildford Press.

[BookShelf](#) ; [RedShelf](#) ; [Amazon Kindle](#) ; [Google Play](#) ; [publisher](#)

FILMS

We will watch parts together in class, but you may wish to view again or view the entire films on your own.

Dorrie, D. (2007). *How to cook your life* [film]. Samuel Goldwyn **Films**

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/gftrd3/alma991028340726004336

<https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?t=MON1451>

Francis, M.J. & Pugh, M. (2018). *Walk with me* [film]. SpeakIt Productions Ltd.

<https://www.kanopy.com/en/ucalgary/video/5855781>

Goldsworthy, et al. (2004). *Rivers and tides: Andy Goldsworthy working with time*. Docurama: New Video Group.

LEARNING PROJECTS OVERVIEW

NOTE: Due to the contemplative/slow pedagogical orientation of this course, and the focus on autonomy in your own learning, there are several paths available from which to choose. You may choose to complete the two mandatory projects for a final grade of B, and one additional *optional project* for a final grade of A.

There will be a focus on learning to determine for ourselves and as a community when our work is *good*, and when we have *done enough*. Most of our learning experiences in post-secondary are based on external criteria and assessment. This is a critical and important aspect of our school, learning, and work lives, but it is also a significant source of both positive and negative stress for many. In this course you will be provided with constructive verbal and written feedback from the instructor, and you will also learn to practice forms of individual and collective assessment of your own learning, progress, and work. This approach enables us to inquiry into and examine our relationship to the forms of assessment we experience in post-secondary and the ways we respond to assessment as a potential stressor (and more importantly, the ways we can be aware of and choose to respond to it using the skills and practices we learn in this course).

LEARNING PROJECT	DESCRIPTION OF LEARNING PROJECT	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LP 1: Mindfulness Based Stress Reduction and Self-Compassion program AND Learning Self-Reflection	<p>Part A: Participatory in-person inquiry-based learning, completing daily practice homework and workbook activities (in Mindful Self-Compassion Workbook and any additional worksheets provided on D2L to download). Bring these to every class as your participation, learning and our collective inquiry activities depend on them being complete.</p> <p>Part B: Learning self-reflection essay based on work in Part A (or a non-essay format by proposal)</p>	Individual	Completion of this assignment is mandatory for the final “B” grade and to pass the course.	<p>Part A: Ongoing (each class period)</p> <p>Part B: Dec. 2</p> <p>*Note: if you wish to use a non-essay format, please let the instructor know your intentions by Nov 25th</p>
LP 2: Reading and Sharing Research in the Discipline	<p>This is a mostly IN CLASS assignment. Attendance, commitment to your group, and participation are necessary for completion.</p> <p>Part A: One page handout for class</p> <p>Part B: Group teaching/Presentation</p>	Group (4-6)	Completion of this assignment is mandatory for a final “B” grade and to pass the course	<p>Part A: Due at least 2 days before your group presents unless your group is printing the handout yourselves</p>

				Part B: (presentation dates will be determined by draw).
LP 3: Optional Inquiry Project	<p>This project is based on principles of self-determination and autonomy. You may propose your own (small) project arising from and following your own interests and learning desires <i>within the themes of the course</i>.</p> <p>Options will be discussed in depth during the first several classes.</p>	Individual or Group	Choosing and completing this project, in addition to the two mandatory assignments, will result in an A grade.	PROPOSAL due by or before September 25th Project due by or before Dec 2nd

LOCATION SCHEDULE – PLEASE MARK THESE IN YOUR CALENDAR

DATE	PLACE
Tuesday Sept 2	EDC 374
Thursday Sept 4	EDC 374
Tuesday Sept 9	Firmitas
Thursday Sept 11	Firmitas
Tuesday Sept 16	Firmitas
Thursday Sept 18	Firmitas
Tuesday Sept 23	Firmitas
Thursday Sept 25	EDC 374
Tuesday Sept 30	NO CLASS
Thursday Oct 2	Firmitas
Tuesday Oct 7	Firmitas
Thursday Oct 9	Firmitas
Tuesday Oct 14	Firmitas
Thursday Oct 16	Firmitas
Tuesday Oct 21	EDC 374
Thursday Oct 23	Firmitas
Tuesday Oct 28	Firmitas
Thursday Oct 30	Firmitas
Tuesday Nov 4	Firmitas
Thursday Nov 6	Firmitas
READING WEEK Nov 9-15	NO CLASSES
Tuesday Nov 18	EDC 374
Thursday Nov 20	Firmitas
Tuesday Nov 25	Firmitas

Thursday Nov 27	Firmitas
Tuesday Dec 2	EDC 374
Thursday Dec 4	EDC 374

WEEKLY COURSE SCHEDULE:

DATE	TOPIC	Readings and Homework	Due Dates
Tuesday Sept 2	Intro to one another and the course	READING: For Thursday Sept 4 th , read chapters 1 & 2 of <i>The Miracle of Mindfulness</i>	
Thursday Sept 4	Intros continued	*Bring to class 1) device on which you can access <i>The Miracle of Mindfulness</i> 2) MBSR Home Practice Workbook	
Tuesday Sept 9	MBSR	*Bring to ALL MBSR sessions <ul style="list-style-type: none"> MBSR Home Practice Workbook A warm sweater, wrap, blanket etc (some people feel chilled during mindfulness/contemplative practices) (yoga mats?)	
Thursday Sept 11	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Tuesday Sept 16	MBSR and Discussion of modes and topics for Independent Inquiry Projects	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Thursday Sept 18	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Tuesday Sept 23	MBSR	*Bring:	

		<ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Thursday Sept 25	GROUP RESEARCH PROJECTS	FORM groups and inquiry topics for group research/presentation	<p>DUE: Proposal form for LT #3 Independent Inquiry Project due by or before today.</p> <p>If you wish to book a time to discuss your project with the instructor, please do so after class or by email prior to this date.</p>
Tuesday Sept 30	NO CLASS		
Thursday Oct 2	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Tuesday Oct 7	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Thursday Oct 9	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Tuesday Oct 14	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Thursday Oct 16	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Tuesday Oct 21	GROUP RESEARCH PROJECTS	Work on group projects in class	
Thursday Oct 23	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Tuesday Oct 28	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Thursday Oct 30	MBSR	*Bring:	

		<ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Tuesday Nov 4	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
Thursday Nov 6	MBSR	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook 	
READING WEEK Nov 9-15	NO CLASSES		
Tuesday Nov 18	GROUP RESEARCH PROJECTS	Work on group projects	
Thursday Nov 20	MBSR Or Group research presentations	*Bring: <ul style="list-style-type: none"> MBSR Home Practice Workbook NOTE: we may do GROUP RESEARCH PRESENTATIONS this day depending on how we schedule them and how many groups there are. Presenting groups will let us know what we need to bring to class to participate	
Tuesday Nov 25	GROUP RESEARCH PROJECTS	Presenting groups will let us know what we need to bring to class to participate	<u>DUE:</u> LP #2 Presenting groups. *Please email instructor your handout at least 2 days in advance if you want it copied for the class <u>DUE:</u> If you are choosing to hand in your Learning Project #1 Part B in a format other than described, please

			email the instructor of your intentions by today
Thursday Nov 27	GROUP RESEARCH PROJECTS	Presenting groups will let us know what we need to bring to class to participate	<u>DUE:</u> LP #2 Presenting groups. *Please email instructor your handout at least 2 days in advance if you want it copied for the class
Tuesday Dec 2	SHARING of individual inquiry projects (for those who choose to share their project with our learning community)	Note: *Today's class may also be used for completing group presentations depending how many groups we have and the needs of the groups, as well as sharing of some individual inquiry projects for those who choose this option	<u>DUE:</u> LT# 3 Optional Independent Inquiry project due on or before today (unless you choose the oral presentation to instructor option. A sign-up sheet will be provided) <u>DUE:</u> LP #2 Presenting groups. *Please email instructor your handout at least 2 days in advance if you want it copied for the class <u>DUE:</u> LT #1 Part B: Learning self-reflection essay
Thursday Dec 4	FINAL sharing, class reflections, and closing in a good way	Note: *Today's class may also be used for sharing some individual inquiry projects for those who chose this option if we didn't finish on Dec 2 nd .	BRING: Snacks to share

CHANGES TO SCHEDULE:

Please note that changes to the schedule WILL occur to meet the emerging needs and dynamics of the participants in the course. Given the integrated nature of this course, the MBSR program will be covered but sometimes modified AND a scholarly research activities are integrated into the remaining hours. It is likely that the course schedule will be adjusted to allow additional time for working on the group projects and for the final presentations.

- Changes to the schedule will be discussed in class, posted on D2L, and an email reminder sent.
- We may sometimes use the EDC 374 classroom instead of the Firmitas space in the Faith and Spirituality Centre, particularly for the sharing of group projects depending on the needs of the group. The Firmitas space maybe be better suited for some groups/topics and this will help us determine the presentation schedule.

LEARNING PROJECTS AND ASSESSMENT**Regarding the use of AI:**

- In keeping with the learning goals of this course, it matters to learn to use AI wisely and ethically. We will collaboratively discuss how learners might use AI to support their learning in this course.
- If AI is used, this must be disclosed in writing and academically cited in the citation style used in your degree program (normally MLA or APA).

There are TWO *mandatory* projects that you must complete to pass the course (for a grade of B) and one additional optional project (for a grade of A). Learning Project #1 and #2 are mandatory.

NOTE: Except for the MBSR homework and the optional inquiry project, ALL learning and work take place IN CLASS including the group project. *It is not possible to pass this course without attending and participating.*

1. LEARNING PROJECT #1: Individual project**Part A: MBSR (Mindfulness-Based Stress Reduction program participation and homework)**

DUE: ongoing in-class participation and daily homework log (bring completed home practice workbook to class)

Part B: Learning Self-Reflection Essay. Thursday December 2nd, 2025**Part A: Mindfulness Based Stress Reduction program**

This is an inquiry-based, in-person, experiential learning program that involves commitment to daily homework/practice outside of class. The homework includes completion of mindfulness and contemplative practices and assigned workbook pages. Bring your homework to class as assigned each class so that we can draw on it in our collective learning inquiries. While you do not need to hand in the workbook homework to the instructor, we will use our responses in class during group inquiry, and you will not be able to complete Part B of this project without completing the homework. A reminder will be posted on D2L of what practices/pages in the workbook to complete.

Part B: Learning Self-Reflection Essay

Compose a 3-5 page (double spaced, 12pt font) self-reflection essay using the following questions to organize your thoughts:

- 1) What is an important new skill(s) that I learned (am learning) in this program?
- 2) What evidence do I have that I have learned (am learning) this skill(s)?
- 3) How might I use and continue to practice this skill(s) to support my well-being in my academic program and in my everyday life?

*As we work through the program and discuss this assignment, we may add additional questions for reflection.

*If you wish to use another expressive mode to create or communicate this assignment, please let the instructor know by Thursday, November 25th (i.e., a recorded/verbal essay/reflection, a graphic comic, poetry, artwork, orally etc.). Additionally, there IS an opportunity to combine this assignment with the individual inquiry assignment. The processes and criteria for doing this will be discussed collaboratively in class and posted on D2L.

* Referencing style: In Werklund School of Education we conventionally use APA referencing. B.Ed. students are encouraged to use APA; however, all students may use the conventional style of referencing used in your own discipline/faculty/program if you are consistent.

CRITERIA FOR ASSESSMENT OF LEARNING PROJECT #1 PART B

Criteria for Assessment of Learning Project #1 Part B will be discussed and designed collaboratively by our learning community with a focus also on skillful discernment and confidence in what is “good” work and how we know that for ourselves.

2. LEARNING PROJECT # 2: In Class GROUP project (4-6 students)**READING AND SHARING RESEARCH IN THE DISCIPLINE (MINDFULNESS & CONTEMPLATIVE STUDIES)****NOTE:**

A significant portion of this project will be completed during class with instructor guidance/support, however, some parts of it may have to be completed outside of class either in person or collaborating with your group virtually. This requires commitment to your group and to learning from and with other groups. It is not possible to pass this course without participating in this assignment in class. *Communicate unforeseen absences for illness or emergency to the instructor and your group in writing.

Part A: Handout for presentation

DUE: at least 2 days prior to your group’s presentation date IF you wish the instructor to print copies for the class. Otherwise, it is your responsibility to bring 37 copies to class.

Part B: Group presentation/teaching

Due: November 20th to Dec 2 (schedule to be determined by group needs/topics and which classroom is better suited to each group’s topic. If necessary, the dates/order of presenting will be determined by draw.

Each group will choose ONE research article or chapter focused on the themes of the course, following your group’s interest. Instruction will be given on how to find credible scholarly articles in our library database (keywords, which journals to choose, etc.). The scholarship can be qualitative, quantitative, mixed-methods, or philosophical in orientation.

Prepare a one-page handout summarizing your article and its research findings and implications. You may wish to prepare additional worksheets for notetaking or activities. The style of the handout is up to the group in alignment with your topic BUT minimally must include:

- 1) Group members' names
- 2) Title and citation of the research
- 3) Summary and key points/questions to consider

Prepare a 12 to 15 minute presentation in which you engage our learning community in your learning from the research and its connections to our course topics. You can choose how to summarize the research for us and how to best engage us in the research focus of inquiry/research, methods, and findings. Aim to engage the class in experiential learning rather than passive listening to a presentation. Formats for presentation will be discussed during our group work periods and will depend on and align with each group's chosen article and style.

CRITERIA FOR ASSESSMENT OF LEARNING PROJECT #2

Criteria for Assessment of Learning Project #2 Parts A and B will be discussed and designed collaboratively by our learning community.

Our focus will be on navigating the skills and requirements of preparing and sharing/communicating a professional research-focused group presentation in post-secondary education and beyond. It is common and normal for some students to experience collaborative/group work and oral presentations as stressful or anxiety-provoking in a variety of ways, while others find this mode of learning and sharing learning to be how they work best.

The main purpose of this assignment is to work together through this process on learning skills to better cope with these stressors and ways to communicate effectively with group members to elevate the success and well-being of all group members as well as the success of the project/presentation. The emphasis in this assignment is on caring for ourselves, our group members, our classroom learning community, and the topic in study. The presentation/teaching is simply another kind of practice at gaining skills. We are not aiming for perfection or a shiny product, rather at creating a safe (as possible), enjoyable, inquiry-oriented space to learn from and with one another.

In this project we are committing to learn from and with one another, including from other groups. It matters to commit to attending and participating in each group's presentation/teaching.

3. OPTIONAL LEARNING PROJECT # 3: Individual OR Group (for a course grade of A)

INQUIRY PROJECT (WITH PROPOSAL APPROVED BY INSTRUCTOR)

Proposal due May 18th or before.

Project due June 15th or before.

Ideas for this optional learning project will be discussed and brainstormed in class. For this project you may individually or in a group design your own inquiry or challenge experience following your own interest in the practices, skills, themes, and topics of the course and in a mode that aligns with your own best way of learning/expressing yourself or in a way that challenges how you normally engage in your learning.

A form for brief proposals will be provided. Proposals will include the inquiry idea/topic/challenge, the steps you will take to pursue your learning, the project style (i.e., writing, arts, oral presentation to instructor, etc.), and assessment criteria (how you know your project is complete and is *good* work). Final project will include a self-assessment component followed by instructor feedback.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is an inquiry-based, experiential learning course where learning happens both individually AND in community from one another, the course is designed with the **expectation that all members will be fully involved in all classes and in all coursework experiences**. As you are a member of a learning community, you matter. Your contribution is vital and highly valued. It is expected that you will not be absent from class except for personal or family illness, unforeseen emergencies, or for religious requirements. Please notify the instructor by email if you will be missing a class.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking, and to learn together and from one another. Learning the skills of inquiry into our own lives, into our places and institutions and cultures, and into our individual and collective human lives is an ***essential skill for mature and compassionate humans***. These are skills we will practice together in class.

EXPECTATIONS FOR WRITING

Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. **Sources cited must be properly documented**. You may use the citation style conventional to your discipline. If you need help with your writing, you may use the writing support services in the Learning Commons.

If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. **Instructors can add penalties for late assignments here.** <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

ISSUES WITH GROUP TASKS

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 or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING: <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

~~Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.~~ PLEASE REMOVE THIS CLAUSE FROM YOUR OUTLINE

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations> .

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfrehb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chrehb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual

student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit
<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is [Tracy Dinh, esa@ucalgary.ca](mailto:esa@ucalgary.ca).

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.