

*Erin Spring***EDUC 445: Individual Learning: Theories and Applications Winter, 2025**

Land Acknowledgement: *We acknowledge that the University of Calgary is located on the traditional territories of the Treaty 7 peoples of Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, the Piikani, and the Kainai First Nations), 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 (Districts 5 and 6). In the spirit of reconciliation, we honor and respect the diverse history, languages, and cultures of all Indigenous peoples who continue to enrich our community.*

Plenary Class Dates: Tuesday/Thursday, January 13, 2025 – March 14, 2025

Lab Information: In-person labs begin on Monday, January 13, 2025, and will run every Monday and Friday until March 14, 2025. Please refer to your Student Centre for specific meeting information for your lab section. Learning tasks will be completed for both the plenary sections and the lab sections, so attendance at both your plenary and lab is important.

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, 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:

Over the past 20 years, research has delved into the psychology and science behind teaching and learning. The effect of this burgeoning field of research, collectively and synergistically engaged across multiple disciplines, has been an ever-deepening, transformative understanding of knowing and learning in terms of embodied cognition and human consciousness. We are now able to consider the profound implications of these understandings for teaching.

This course entails a detailed consideration of contemporary understandings of the nature of individual learning and what this means for practices such as differentiated instruction and inclusive education. Teachers are expected to support a range of students in their classrooms. Hence, approaches to adapting and enhancing classroom contexts for students with diverse needs will be addressed. Accordingly, the course addresses three areas of focus. Focus A will introduce cognitive theories related to teaching and learning. Focus B considers student behaviors and how they may impact learning in the classroom. Focus C addresses students' and teachers' affect and how it affects their behaviors and cognition within a classroom. As students move through

the course, the emphasis will move from individual learners towards working with collections and collectives of such learners in classroom teaching situations.

LEARNER OUTCOMES:

Students will be knowledgeable about:

1. approaches for adapting classroom instruction and environments to meet the needs of diverse learners;
2. theories of cognition, behavior, and affect to better suit the needs of individual learners;
3. approaches that provide classroom learning opportunities that will increase student motivation and student achievement.
4. readings and other activities, and how they apply to professional development with peers.

COURSE DESIGN AND DELIVERY:

This course will primarily occur through a face-to-face plenary and laboratory sessions on campus. Desire2Learn (D2L) will be used to post class resources, including links to readings and resources, and as a site for ongoing dialogue. To access the course in D2L, you are required to enter your IT username and password. An active University of Calgary email address is also required/expected.

REQUIRED RESOURCES:

- Alberta Education (2004). *Standards for special education*. Alberta Education.
<https://open.alberta.ca/dataset/7d17d380-e56d-4ed0-bd3e-5e8628be84ac/resource/44926dd9-5c55-4ba4-8692-4d156570dfb3/download/2882799-2004-standards-special-education-amended-june-2004.pdf>
- Alberta Education (2006). *Individualized program planning*. Alberta Education.
<https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf>
- Alberta Education (2008). *Supporting positive behavior in Alberta schools: A classroom approach*. Alberta Education. <https://open.alberta.ca/dataset/a2354893-636c-497e-b3c3-ef44f00e8906/resource/ffea3e17-38b4-40bd-a3a6-c82b977a5214/download/supporting-positive-behaviour-classroom.pdf>
- Baker, L. (2020). Self-care amongst first-year teachers. *Networks: An Online Journal for Teacher Research*, 22(2), 1-16. <https://doi.org/10.4148/2470-6353.1328>
- Canadian Psychological Association (2002). Enhancing the experience of children and youth in today's schools: The role of psychology in Canadian schools. Retrieved from http://www.cpa.ca/cpsite/UserFiles/Documents/publications/school_1.pdf
- Carless, D. & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.
<https://doi.org/10.1080/02602938.2018.1463354>
- Council for Inclusive Education (2016). *BOATS: Behavior, observation, assessment, teaching, strategies* (3rd ed.). The Alberta Teachers' Association.
<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.pdf>
- Five Moore Minutes. (2018, October 1). *The evolution of inclusion: The past and future of education* [Video]. YouTube. <https://youtu.be/PQgXBhPh5Zo>
- Five Moore Minutes. (2019, January 7). *Inclusion 2.0: Teaching to diversity* [Video]. YouTube.
https://youtu.be/rO3_UYaz1HE
- Five Moore Minutes. (2019, May 6). *See ya later S.M.A.R.T. goals!* [Video]. YouTube.
<https://youtu.be/0OrntS8NrUY>
- Geake, J. (2008). Neuromythologies in education, *Educational Research*, 50(2), 123-133. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00131880802082518>

- LUNA Child and Youth Advocacy Centre. *Being trauma aware* [e-learning program].
<https://trauma.respectgroupinc.com/>
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4603679>
- Rodriguez-Ruiz, D. (2016). Effects of teachers' emotions on their students: Some evidence. *Journal of Education and Social Policy*, 3(4), 73-79. http://jespnet.com/journals/Vol_3_No_4_October_2016/8.pdf
- Sousa, D. A. (2011). Mind, brain, and education: The impact of educational neuroscience on the science of teaching. *Learning Landscapes*, 5(1), 37-43.
<https://www.learninglandscapes.ca/index.php/learnland/article/view/Commentary-Mind-Brain-and-Education-The-Impact-of-Educational-Neuroscience-on-the-Science-of-Teaching/529>
- Alberta Teachers' Association (2021). *Inclusive education in Alberta classrooms and schools*. Alberta Teachers' Association.
<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/PD-170-1b-Inclusive-Education-in-AB-Schools-Research-Report-web.pdf>
- Your Alberta. (2019, February 28). *Inclusive education video series: Differentiated instruction* [Video]. YouTube. <https://youtu.be/BxZfvQiE6TY>

ADDITIONAL RESOURCES:

- Abou Assali, M., & Al Abdouli, K. (2024). Unleashing the power of Teacher's Well-being and Selfcare. *Research Journal in Advanced Humanities*, 5(1), 262-273. <https://doi.org/10.58256/3nrd9d62>
- Alberta Education (2008). *Supporting positive behavior in Alberta schools: An intensive individualized approach*. Alberta Education. Retrieved from <https://open.alberta.ca/publications/9780778564232>
- Alberta Education (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Alberta Education. <https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf>
- Alberta Education. (2017). *Supporting English language learners: Printable benchmarks documents and division level summaries*. Alberta Education.
https://www.learnalberta.ca/content/eslapb/printable_benchmarks.html
- Alberta Education (2021). *Special education coding criteria, 2021/22: Early childhood services to grade 12; mild/moderate, gifted and talented, and severe*. Alberta Education.
<https://open.alberta.ca/dataset/ee2ccea8-97fe-41a1-aa11-ed9f21421364/resource/ceb40d84-c1fe-4f48-aa0c-16069fbd5c32/download/edc-special-education-coding-criteria-2021-2022.pdf>
- Alberta Learning (2002). *Unlocking potential: Key components of programming for students with learning disabilities*. Alberta Learning. <https://open.alberta.ca/dataset/081131cd-a18b-4ae2-900d-447818c5ca5a/resource/1f26966f-a649-4af3-94dd-2ba68dd09cb6/download/unlocking-potential-programming-for-students-learning-disabilities-2002.pdf>
- Boonstra, K. E. (2021). Constructing "behavior problems": Race, disability, and everyday discipline practices in the figured world of kindergarten. *Anthropology & Education Quarterly*, 52(4), 373–390. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/aeq.12374>
- Canadian Psychological Association (2002). *Enhancing the experience of children and youth in today's schools: The role of psychology in Canadian schools*. Canadian Psychological Association.
http://www.cpa.ca/cpsite/UserFiles/Documents/publications/school_1.pdf
- Connor, D. J. (2007). Jarrel: "We see things differently, we learn things differently." In *Urban narratives: Portraits in progress—Life at the intersections of learning disability, race, & social class* (pp. 105–133). Peter Lang Publishing.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=39555401&site=ehost-live>

Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4832579>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Laboratory Tasks	Individual and Group	15%	Selective Fridays (as noted below)
Learning Task #2	Individualized Program Plan	Group	30%	<ul style="list-style-type: none"> • Part A: January 27 • Part B: February 10
Learning Task #3	Critical Reflections	Individual	20%	<ul style="list-style-type: none"> • #1: February 3 • #2: March 3
Learning Task #4	In-Class Quizzes	Individual	20%	<ul style="list-style-type: none"> • #1: February 11 • #2: March 11
Learning Task #5	Universal Design for Learning Lesson Plan Explanation	Group	15%	March 10

Learning tasks #1, #2, and #5 will be graded by your lab instructor. Learning tasks #3 and #4 will be graded by your TA team under the guidance of the plenary instructor.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 Jan. 13-17	<ul style="list-style-type: none"> • Introduction to EDUC 445 • Inclusive Education <p>Lab topic: What Does Inclusion Mean to Me?</p>	<p>Readings</p> <ul style="list-style-type: none"> • Alberta Teachers' Association (2021) - Inclusive Education in Alberta Classrooms and Schools 2021 • Moore (2016) - One without the other, Part 1 (Chapters 1-4) • Your Alberta (2019) - Inclusive education video series: Differentiated instruction • Five Moore Minutes (2018) - The Evolution of Inclusion • [Optional] Moore (2016) - One without the other, Part 2 	Submit Week 1 Lab Task

		<ul style="list-style-type: none"> • [Optional] Connor (2007) - Jarrel: “We see things differently; we learn things differently.” <p>Tasks Review the IPP cases</p>	
Week 2 Jan. 20-24	<ul style="list-style-type: none"> • Psychoeducational Reports • IPP Part A <p>Lab topic: Discuss and Complete IPP Part A</p>	<p>Readings</p> <ul style="list-style-type: none"> • Alberta Education (2004) - Standards for Special Education • Alberta Education (2006) - IPP <ul style="list-style-type: none"> ○ Chapter 1 - Working Through the IPP Process ○ Chapter 8 - Planning for Transitions • Five Moore Minutes (2018) - Inclusion 2.0: Teaching to Diversity <p>Tasks Draft IPP Part A prior to Lab</p>	IPP Part A due Monday, January 27 at 12:30 pm
Week 3 Jan. 27-31	<ul style="list-style-type: none"> • IPP Part B • Student Mental Health • Guest Speaker: [TBD] <p>Lab topic: Guided lab on developing IPP goals and objectives</p>	<p>Readings</p> <ul style="list-style-type: none"> • Alberta Education (2006) - IPP <ul style="list-style-type: none"> ○ Chapter 7 - Making Goals Meaningful, and Manageable ○ Chapter 2 - Encouraging Parent Involvement • Five Moore Minutes (2019) - See Ya Later S.M.A.R.T. Goals! • Council for Inclusive Education (2016) - BOATS <ul style="list-style-type: none"> ○ Teaching (pp. 49-59) • [Guest Reading TBD] 	<p>Submit Week 3 Lab Task</p> <p>Critical Reflection #1 due Monday, February 3 at 12:30 pm</p>
Week 4 Feb. 3-7	<ul style="list-style-type: none"> • Panel of School Psychologists • Guest Speakers: School Psychologists • Providing Formative Feedback to Address Individual Student Needs <p>Lab Topic: Discuss and Complete IPP Part B</p>	<p>Readings</p> <ul style="list-style-type: none"> • Enhancing the Experience of Children and Youth in Today’s Schools: The Role of Psychology in Canadian Schools • [Guest Reading TBD] • The development of student feedback literacy: Enabling uptake of feedback 	IPP Part B due Monday, February 10 at 12:30 pm

Week 5 Feb. 10-14	<ul style="list-style-type: none"> • Quiz 1 • Neuromyths • Research-Informed Strategies for Teaching and Learning <p>Lab topic: Applying Research-Informed Practices in the Classroom</p>	Readings <ul style="list-style-type: none"> • Geake (2008) - Neuromythologies in Education • Sousa (2011) - Mind, Brain, and Education 	Submit Week 5 Lab Task Quiz #1 due Tuesday, February 11 during class time
Week 6 Feb. 17-21	Term Break- No Classes		
Week 7 Feb. 24-28	<ul style="list-style-type: none"> • Universal Design for Learning • Supporting Culturally and Linguistically Diverse Students • Guest Speakers: TAs <p>Lab topic: Discuss and complete UDL Lesson Plan Explanation</p>	Readings <ul style="list-style-type: none"> • Meyer, Rose, & Gordon (2014) - Universal Design for Learning: Theory and Practice, Chapters 4-6 (pp. 83-156) • [Recommended] Alberta Education (2017) - Supporting English language learners, ELL benchmarks • [Recommended] Alberta Education (2021) - Special education coding criteria Tasks <ul style="list-style-type: none"> • Review the (LT3) UDL Class Profiles • Draft UDL Lesson Plan Explanation. 	Critical Reflection #2 due Monday, March 3 at 12:30 pm
Week 8 Mar. 3-7	<ul style="list-style-type: none"> • Understanding Emotions in the Classroom • Handling Different Behaviors in the Classroom • Guest Speaker: [TBD] <p>Lab topic: Emotions and Learning- Task and Discussion</p>	Readings <ul style="list-style-type: none"> • Effects of teachers' emotions on their students: Some evidence • Council for Inclusive Education (2016) - BOATS <ul style="list-style-type: none"> ○ Introduction (pp. 3-19) ○ Behaviour (pp. 20-28) • Alberta Education (2008) - Supporting Positive Behaviour in Alberta Schools - A Classroom Approach <ul style="list-style-type: none"> ○ Introduction (pp. 1-3) ○ Key Element 1: Positive Relationships (pp. 5-10) 	Submit Week 8 Lab Task UDL Lesson Plan Explanation due Monday, March 10 at 12:30 pm
Week 9 Mar. 10-14	<ul style="list-style-type: none"> • Quiz 2 • Teacher Wellness 	Readings <ul style="list-style-type: none"> • Self-Care Amongst First-Year 	Submit Week 9 Lab Task

	<ul style="list-style-type: none"> • Recognizing, Responding and Reporting Suspected Child Abuse • Supporting Trauma through a Trauma-Informed Lens • Guest Speaker: LUNA Child and Youth Advocacy Centre <p>Lab Topic: Trauma-related Case Study Investigations</p>	<p>Teachers Self-Care Amongst First-Year Teachers</p> <ul style="list-style-type: none"> • LUNA Child and Youth Advocacy Centre - Being Trauma Aware (5-module course with certificate of completion for teaching portfolio – Optional; available on LUNA website). 	<p>Quiz #2 due Tuesday, March 11 during class time</p>
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CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

There are five required Learning Tasks for this course. All tasks must be completed to pass the course. Resubmissions of learning tasks are not permitted.

1. LEARNING TASK 1: Laboratory Tasks (15%) - DUE: Fridays, by the end of your laboratory session (or otherwise indicated by your lab instructor)

Laboratories run every week and the following sessions also require a submission for grading (worth 3% each):

- Week 1 Lab Task: January 17
- Week 3 Lab Task: January 31
- Week 5 Lab Task: February 14
- Week 8 Lab Task: March 7
- Week 9 Lab Task: March 14

During lab sessions with a submission component, you will complete an activity and submit it to the D2L Dropbox by the end of your scheduled lab session. All lab sessions are intended to:

- Provide a time and space for you to engage and discuss key course concepts with peers,
- Enable the teaching team to provide you with formative feedback.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Grading for Learning Task 1 will be based on completion. In this task, we are not looking for *right answers*, we are looking for meaningful engagement with course content. Your Lab Instructor will assess Learning Task 1.

2. LEARNING TASK 2: Individualized Program Plan (30%) - DUE: Mondays, by 12:30 PM

- **Part A Due: January 27, by 12:30 pm; 10% of course mark**
- **Part B Due: February 10, by 12:30 pm; 20% of course mark**

In this task, you will create an Individualized Program Plan (IPP) using one of the provided student cases and templates. Working in small groups, you will select one of the student cases and develop a comprehensive IPP that aligns with Alberta Education standards to support the student's needs. This task is split into two parts so you can receive formative feedback to strengthen the overall IPP:

- **Part A - Interpreting a Psychoeducational Assessment Report**
 - Working in groups of 5-6, select a student case and use the corresponding psychoeducational assessment report to create an IPP (as indicated on the template).
- **Part B – Developing Goals and Objectives**
 - Working in groups of 2-3, revise your IPP based on formative feedback and develop meaningful and robust goals and objectives for your student case. You will also complete the remaining sections of the IPP (as indicated on the template).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Please refer to the detailed instructions and rubric for this task posted on D2L. Your Lab Instructor will assess Learning Task 2 (Parts A and B).

3. LEARNING TASK 3: Critical Reflections (20%) - DUE: Mondays, by 12:30 PM

- #1: February 3, by 12:30 pm
- #2: March 3, by 12:30 pm

The Critical Reflection and Knowledge Building tasks are to be completed individually and are intended for you to critically reflect on the plenaries, readings, and course topics. These three activities are worth 10% each and are to be submitted via the D2L Dropbox. In these tasks, you are expected to:

- Critically reflect upon and build knowledge by synthesizing ideas from across multiple sources (summarizing course content is insufficient),
- Consider and integrate your perspectives and relevant experiences, and
- Demonstrate understanding by going beyond course content (e.g., lectures, readings) and by articulating personal insights and (potential) implications for your teaching practice.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

The type and length of your submission may vary by task but should fall in the range of 500-700 words (or an equivalent level of contribution). Please refer to the detailed instructions and rubric for this task posted on D2L. The TA team will assess Learning Task 3 under the guidance of the Plenary Instructor.

4. LEARNING TASK 4: In-Class Quizzes (20%) – DUE: during class time on Tuesday, February 11 and Tuesday, March 11

- #1: February 11, during class
- #2: March 11, during class

The in-class quizzes are designed to serve as "knowledge checks" to assess your understanding and learning throughout the semester. These quizzes will be completed individually during class time on D2L. Each quiz will assess:

- Knowledge and Understanding: Your ability to recall and comprehend key concepts discussed in the lectures and readings.
- Application: Your ability to apply the concepts to different scenarios and examples.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

You will need to have your device (laptop or mobile) ready to access your D2L account and complete the quiz. Each quiz will be automatically graded through D2L, and you will receive your score immediately upon submission. This immediate feedback will help you gauge your understanding of the material and identify areas where you may need further review.

5. LEARNING TASK 5: Universal Design for Learning Lesson Plan Explanation (15%) – DUE: Monday, March 10, by 12:30 PM

Working in groups of 2-3, you will select a class profile and write a short paper explaining how you will implement the principles of Universal Design for Learning (UDL) in a lesson plan to support the learning needs of all students in the class. Unlike an IPP, which is targeted for a specific student, you must now think at a class-wide level to explain how your chosen lesson plan can leverage UDL to proactively support the learning of a range of students with diverse learning needs. Keep in mind that UDL is not a collection of individual supports/strategies in a shared space, but a holistic, student-centred approach to foster life-long learning.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 5

The provided class profiles are based on authentic classrooms found in Alberta schools. They include typically achieving students, students with Individualized Program Plans, students with Learner Support Plans, English language learners, high achieving students, and students with other identified needs, all of which you will need to consider in the lesson planning process. Please refer to the detailed instructions and rubric for this task posted on D2L. Your Lab Instructor will assess Learning Task 5.

AI USAGE POLICY

In this course, the use of AI tools for completing assignments, assessments, or any coursework is strictly prohibited. Students are expected to produce original work that reflects their own understanding and effort. Any use of AI-generated content in submitted work will be considered a violation of academic integrity and will result in disciplinary action.

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 a professional program, experiences are 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 your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *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. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. 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: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

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. **A penalty of 10% per day may be applied for unexcused late submissions of assignments.**

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:

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

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/a89ecfbf758841b5983c4b67746e7846>

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/627ed88eb4b041b7a2e8155effac350>

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/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

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 Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.