

*Erin Spring***EDUC 460.08 S01/460.16 S01: Specialization I (Physical Education) (Sec & Elem.)
Winter 2025**

Land Acknowledgement: *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 (Districts 5 and 6).*

Class Dates: January 13 – March 14, 2025

Term Break: February 17 – 21, 2025

Office Hours: By appointment

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.

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

COURSE OVERVIEW:

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of Physical Education. Theory as connected to an understanding of practical classroom/gym/outdoor experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts.

LEARNER OUTCOMES:

Over the course of the semester, students will:

- 1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
- 2) Understand the teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- 3) Exploring and applying introductory theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.

- 4) Successfully design short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment. You will be expected to bring your electronic device (i.e., tablet, laptop) to class to access online materials that align with physically active learning experiences.

REQUIRED READINGS:

The resources below can be accessed via the reading list (Leganto) found in D2L under the “Tools” tab.

- AISEP (2020). *AISEP Position Statement on Physical Education Assessment*. <https://aiesep.org/wp-content/uploads/2020/06/AIESEP-Position-Statement-on-PE-Assessment-FINAL1.pdf>
- Alberta Assessment Consortium. (2008). *Assessment in Alberta: Discussion Paper – Research Base*. Available from <https://www.learnalberta.ca/content/esass/html/researchbase.html>
- Alberta Education (2000). *Physical Education Guide to Implementation*. To access please go to: <https://education.alberta.ca/physical-education/program-supports/everyone/support-documents/?searchMode=3>
- Alberta Education (2022). *Physical Education and Wellness Kindergarten to Grade 6 Curriculum*. To access please go to: <https://curriculum.learnalberta.ca/printable-curriculum/en/home>
- Alberta Education. (2000). *Program of Studies for Physical Education*. Retrieved from: <https://education.alberta.ca/media/160191/phys2000.pdf>
- Alberta Education. (2006). *Daily physical activity: A handbook for grades 1-9 schools*. Available from: <https://open.alberta.ca/publications/0778551857>
- Alberta Education. (2009). *Framework for Kindergarten to Grade 12 Wellness*. Retrieved from https://education.alberta.ca/media/160218/framework_kto12well.pdf
- Alberta Education. (2010). *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction*. Author. <https://open.alberta.ca/publications/9780778586012>
- Casey, A. & Kirk, D. (2024). *Applying models-based practice in physical education*. Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/reader/download/74e060e7-6faf-4f8a-8c4d-eb795b501364/book/pdf?context=ubx>
Chapter 1: What is models-based practice. pp.1-13
Chapter 2: What pedagogical models exist? pp. 14-26
- Chatoupis, C. (2021). The spectrum: Implications for physical education teaching. *Runner*, 52(1), 4-10. <https://www.hpec.ab.ca/uploads/files/RunnerVol52No1-WEB.pdf>
- Fletcher, T., Chroinin, D., Gleddie, D., and Beni, S. (2021). The why, what, and how of Meaningful Physical Education. In T. Fletcher et al. (Eds), *Meaningful Physical Education* (17 pages). London: Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781003035091-2/meaningful-physical-education-tim-fletcher-d%C3%A9irdre-n%C3%AD-chr%C3%B3in%C3%ADn-douglas-gleddie-stephanie-beni>
- Injury Prevention Centre. (n.d.) *School Physical Activity, Health & Education Resource for Safety*. <https://myspheres.ca/en/>
- Kilborn, M. (2016). Locating ourselves in curriculum inquiry. In M. Kilborn (2016) *A Curriculum of Wellness: Reconceptualizing Physical Education* (pp. 45-62). Peter Lang. ISBN: 978-1-4331-2997-1. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24193798460004336?auth=SAML
- Ophea. (n.d.) *Learn to move: Fundamental movement skills and strategies*. <https://ophea.net/learn-move-fundamental-movement-skills-and-strategies>
- Physical and Health Education Canada. (2023). *Inclusion of students of all abilities in school-based physical activity experiences: A guidebook*.

<https://phecanada.ca/sites/default/files/content/docs/Program/inclusion-of-Students-of-all-abilities-guidebook.pdf>

Physical and Health Education Canada. (n.d.). *Canadian physical and health education competencies*.

<https://phecanada.ca/sites/default/files/content/docs/canadian-phe-competencies-en-web.pdf>

Chapter Two: Health and Wellness Education, pp. 21-25

Chapter Three: Physical Education, pp. 56-60

Physical and Health Education Canada. (n.d.) *Assessment in Physical and Health Education Series*.

<https://phecanada.ca/activate/assessment-physical-and-health-education>

1. Formative vs Summative Assessment: What's the Difference
2. Assessment for Learning
3. Assessment as Learning
4. Co-constructing Success Criteria
5. Collecting Evidence of Learning
6. Feedback

Rink, J. (2010). *Teaching Physical Education for Learning, 6th edition*. McGraw-Hill.

- Ch. 3 Designing Learning Experiences and Instructional Tasks pp.41-59
- Ch. 4 Task Presentation pp. 62-81
- Ch. 5 Content Analysis and Development pp. 82-105

RELIABLE SITES WITH EVIDENCE-BASED RESOURCES

Physical and Health Education Canada: <https://phecanada.ca/>

Ever Active Schools. <https://everactive.org>

Health and Physical Education Council of the Alberta Teachers Association. <https://www.hpec.ab.ca>

Ontario Physical Education. <https://www.ophea.net>

Society of Health and Physical Educators America. <https://www.shapeamerica.org/>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Physical Education Advocacy	Group	25%	February 7
Learning Task 2	Short-term Planning & Microteaching Analysis Part A: Lesson and assessment plan Part B: Micro-teaching Analysis	Individual	A) 30% B) 15%	LT2A: Feb 24 (all) LT2B: Group 1 – Feb 28th Group 2 – Mar 4th
Learning Task 3	Being and Becoming a Physical Educator	Individual	30%	Stages 1,2,3: Ongoing Final stage: March 10 th

Please note, for group assignments, you will be assessed as a group. If there are any concerns around group work, please consult with your instructor, who will discuss a reasonable plan forward based on the specificity of the context. Further grading details are included in the Learning Task Rubrics.

Generative AI Statement: While AI tools may become more refined and useful in the physical and health education/fine arts field in the future, they are currently quite unreliable and therefore not recommended at this time to be used for assignments in this class. Therefore, all assignments are expected to be the original work of the student and students are not to employ generative AI (for example, ChatGPT).

WEEKLY SCHEDULE: The weekly schedule of readings and activities will be discussed as a class and confirmed on the first day of class. This allows us to ensure appropriate activity settings/resources are available and meets our physical education learning needs. A tentative schedule will be available on D2L in mid-December.

LEARNING TASKS AND ASSESSMENT

LEARNING TASK 1: PHYSICAL EDUCATION ADVOCACY

Part of your role as a physical educator is to be an advocate for the health and wellness of children and youth. Physical education is an important part of children's overall education program where teachers can help guide children to live healthy active lifestyles. As an advocate for the importance of physical education, in partners, you will design an advocacy presentation, video or other advocacy item/event (i.e. podcast, brochure, poster, flash performance) that demonstrates that you are reflective and articulate physical educators who know how to utilize resources to detail key issues in physical education. Think of this as a way to actively engage in public dialogue regarding issues in physical education.

Overall, the purpose of this assignment is to demonstrate knowledge in a physical education policy and/or practice issue, and to demonstrate effective persuasive communication skills for educating/persuading certain audiences. This also provides you with an opportunity to use your knowledge from university experience, course materials and/or practical experience to voice your concerns, perspectives, and interest in physical and health education. Advocacy items that address the social, physical, cultural, or economical aspects of physical education, wellness, health, and physical activity will be supported.

You are required to include research from academic journals and professional literature to support your arguments and statements—this is not just your opinion. Be sure to organize your advocacy item in a way that it could be used in an actual presentation to an elected official, community organization, parent group, school board and/or principal. All advocacy items created will be presented live in-class with opportunity for peer feedback. You will use peer feedback to provide a reflective self-assessment about the quality and effectiveness of your advocacy efforts.

Additional information and guidance on completing this assignment will be discussed in class and provided in D2L.

General Grading Criteria for Learning Task 1 (A detailed rubric/checklist will be provided in D2L)

- Issue clearly identified and effectively introduced.
- Concerns, issues, perspectives from physical and health education field are clearly presented and articulated.
- The 'so what' is addressed (why is this important)?
- Your purpose, advocacy point(s) and call to action are clearly reiterated and appropriate summary/closing comments included.
- Multiple references are cited properly (APA 7th Edition) from a variety of sources. These references should be chosen carefully to support your major points.
- Use of other documentation, policies, mandates, objectives, strategies used to clearly advance the issue — offering the person/audience further ideas, solutions, and other considerations to address the issue.
- Audience (peer) feedback is considered in a reflective summary/self-assessment on the quality and effectiveness of your advocacy.

LEARNING TASK 2: SHORT TERM PLANNING AND MICROTEACHING ANALYSIS

Part A: Lesson & Assessment Plan

The purpose of Part A of this assignment is to provide an opportunity for you to utilize the critical teaching skills for planning and teaching physical education that we have learned/learning in the course. You will be expected to draw from the knowledge and skills you have gained about the instructional processes and teaching skills required to effectively plan physical education lesson plan and teach a portion of it to the class. This assignment will involve working with a fellow classmate. Your planning process will require collaboration with your partner, with individual responsibilities being the focus of the assessment for this assignment.

- **Lesson plan sequence:**

- Lesson 1 – Partner A develops (individually assessed)
- Lesson 2 – Partner A&B develop together (individually assessed as per Part B)
- Lesson 3 – Partner B develops (individually assessed)
- **Lesson plan** – Using the template provided, create quality lesson plans for your chosen activity (details of type of activities will be discussed in class). Be sure to include the following:
 - Subject, topic, grade level, class length, your name, date, total # of students.
 - General & specific (learning) outcomes
 - Lesson objectives
 - Equipment & resources needed
 - Appropriate introduction (set induction), lesson development (content analysis & development), and closure (conclusion)
 - Anticipated time, anticipated progression of tasks, how tasks will be communicated, organizational arrangements, goal orientation, teaching cues.
 - Teaching & learning activities that show variety, appropriate developmental level, progressions and are connected to stated learning outcomes and objectives.
 - Safety considerations (make sure you check the *School Physical Activity, Health & Education Resource for Safety*).
- **Assessment Plan** – Please provide a description (250-300 words) of the assessment & evaluation practices you will use to assess students in your lesson. Remember to address the principles of assessment and evaluation that have been covered in class. Also create one concrete assessment tool (e.g., rubric, checklist, etc.) & provide a rationale for your choice.
- **Differentiation** – Provide an overall explanation of how your lesson plan addresses the interests and needs of the full range of students in your class. For example, how will you meet the needs of all students when there may be a range of learning profiles including English language learners, students with physical disabilities, autism spectrum disorder, ADHD, and other emotional and behavioural challenges. In addition, what are some of the specific adaptations/modifications that you will be considering in your lesson to ensure inclusion of all students? Please provide at least two specific examples that you consider exemplars in learner differentiation related to specific learning activities within your lesson.
- **References** – Provide multiple references from a variety of sources (minimum 4). These references should be chosen carefully to support your lesson content. Please provide a reference list. APA style, 7th edition please.

Grading Criteria for Learning Task 2:

- Sufficient general information is provided for the reader: subject, topic, grade level, class length, your name, date, total # of students.
- The general/specific learning outcomes for the lesson are appropriate and clearly stated.
- Equipment and resources needed for the lesson are clearly identified.
- Appropriate introduction (motivational set) is provided with appropriate “set-up”, moderate activities, and links to focus of lesson
- Closure activities (e.g., review of key points, valuable concepts stressed, checking for understanding) are addressed.
- Teaching-learning activities are purposeful & consistent with the learning outcomes stated.
- The lesson plan provides for a variety of teaching-learning activities, demonstrating appropriate progressions (extension, refinement, application) and addressing a diversity of student learning needs.
- Organization, teaching cues and demonstrations are appropriate, clear & concise.
- The pace, time allocation & flow of the lesson are well-planned and appropriate. Transitions between activities are clear, sufficiently detailed, and in a logical understandable sequence.
- Safety considerations are addressed as discussed in the *School Physical Activity, Health & Education Resource for Safety*.
- The lesson plan provides for specific assessment/evaluation of student learning. One concrete sample is provided.

- Differentiated instruction has been considered and explained in a clear, concise way. Accommodations, adaptations and/or modifications are addressed.
- Multiple references are carefully chosen & APA format has been followed.

Part B: Microteaching Analysis

Being aware of oneself as the instrument of one's teaching, and aware of the story that makes one's life sensible, allows for greater change and growth as well as greater intentionality in teaching choices. (Ayers, 1988, p. 20)

For Part B, you will be team-teaching a portion of your shared lesson plan in class and reflecting on the overall process and experience. You will be expected to provide an analysis of your group's microteaching episode based on your reflection, video analysis, and peer feedback.

Assignment Sections: *(further details for each section will be outlined in class and posted in D2L)*

1. Overall Description of Lesson Taught
2. Comparison of Lesson Plan and Actual
3. Strengths
4. Areas for Improvement
5. Connecting Theory and Practice
6. Implications for Professional Growth

You are expected to **provide specific examples** from your teaching episode to validate your analysis (providing timestamps of sections of your recorded teaching episode).

Total length of Part B: 1000 words, 12-point font. Please use the above headings to organize your assignment.

Grading Criteria for Part B (more details will be provided in class and posted on D2L):

- A brief description of the actual presentation is included, outlining the lesson focus, major activities and key outcomes.
- A brief description of the actual vs. planned -- how it actually *flowed* compared to how it had been planned. Specific examples to validate the analysis are provided (video timestamp and peer feedback).
- A summary of the strengths of the mini lesson plus video example and written/oral feedback provided by your classmates is included. Video timestamp provided for this section.
- A summary of the areas of improvement needed of the mini lesson plus any video and written/oral feedback provided by your classmates is included. Video timestamp provided for this section.
- An analysis of the theory and practice connections supported by course materials, discussions, and experiences.
- Implications for your professional growth are discussed: areas of improvement needed, possible goals for upcoming Field Experience II.
- Professional growth planning – how you plan to address your areas of improvement.
- Your overall analysis is thorough, convincing, and extremely well supported with tangible evidence.
- The submission is spell-checked, has a professional appearance and format, is well organized, uses headings & adheres to writing conventions (APA 7, word choice, error-free spelling, grammar and, punctuation), etc.
- The analysis should be typed in 12-point font, approximately 1200 words of text with a maximum of 3 minutes of video clips.

LEARNING TASK 3: BEING AND BECOMING A PHYSICAL EDUCATOR

As you begin this next phase on your journey to becoming a physical education teacher, it is important to be able to understand how you have formed your knowledge, attitudes, beliefs, and values about teaching. This is the basis for a sound program and effective teaching and constitutes the basis of an individual's actions and provides purpose to your activities. Essentially, it presents the questions: Who am I as a physical education teacher? How does the way I am a physical education teacher affect how I teach? It allows us to examine the underlying principles that guide what you think,

how you teach and why you do what you do as a beginning teacher.

This assignment will take place over the entire length of the course and is divided into 4 parts (Pinar, 2012):

Stage I: Looking back – past experiences.

Stage II: Forward thinking – looking towards the future.

Stage III: Analysis – what does this all mean for me now?

Stage IV: Synthesis – understanding who I am as a physical educator.

Your task will involve reflective writing based on some guiding questions you will be given in class. After having some time to write about your memories and experiences, you will have an opportunity to discuss some of what you have written with classmates in small groups. This discussion will likely spark more ideas and thoughts that you then can incorporate into your on-going reflective writing.

Further details related to each stage will be provided as we proceed through the course and posted on D2L. Schedule for each stage discussion:

- Stage I – Week 2
- Stage II – Week 3
- Stage III – Week 5
- Stage IV – Week 8

You will submit all four stages together on March 10th, 2025.

Grading Criteria for Learning Task 3 (more details will be provided in class and posted on D2L):

- Reflective writing demonstrates exceptional effort to meet all the guiding questions.
- Evidence of personal perspective is demonstrated within the reflective writing. Demonstrates an ability to openly examine own experiences/events.
- Ideas are expressed in a clear fashion that allows the reader to be able to understand the stories, experiences, events described.
- Consistently demonstrates thoughtfulness & interest in topics provided.
- Each stage draft was completed on-time and ready for discussion purposes.

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>

*Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT).

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Any late submissions without discussion prior to due date will have a penalty of 10% per day. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

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 as 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-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

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.