EDUC 460.05c/460.14c: Elementary & Secondary French
Summer, 2025

Erin Spring

Land Acknowledgement:

Welcome to EDUC 460: French specialization course at the Werklund School of Education, University of Calgary. As we engage in learning, reflection, and professional growth in the context of teaching and instructional planning, we acknowledge that our work takes place on the traditional territories of the peoples of the Treaty 7 region in Southern Alberta, 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 the Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta, Regions 5 and 6.

In this course, as we explore inclusive teaching, discipline-based inquiry, and short-term instructional design, we are invited to reflect on how our roles as educators are shaped by place, history, and our ongoing responsibilities toward reconciliation in education.

Class Dates: Mondays to Fridays; July 7 to 18, 2025

Delivery Mode: In-Person

Instructor availability:
I am available for 45 minutes after each class and encourage you to bring your questions, curiosities, or anything else that may come up. If you're unable to connect during that time, please don't hesitate to reach out to schedule an appointment—I'll do my best to find a time that works for you.
-By email: I typically respond to @ucalgary emails within 24 hours on weekdays.
-By appointment: Meetings are available in person or via Zoom.

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.

Language of Instruction:
This course is conducted in French, and all contributions—spoken and written—are expected to be in French. If you have concerns or need support as you engage with the course in French, please don't hesitate to reach out.

COURSE DESCRIPTION:
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 discipline. Theory as connected to an understanding of practical classroom 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, effective integration of technology, 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 in the province.

LEARNER OUTCOMES:

Throughout this course, 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 teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
3. Explore and apply 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. Course materials and resources will be posted on D2L to support student learning and supplement classroom discussions.

REQUIRED READINGS
Links to all daily readings are provided in this course outline. A curated reading list will also be available in D2L under the *My Tools* tab, in the Reading List (Leganto 1.3) section.

RECOMMANDED RESOURCES:
Association canadienne des professionnels de l'immersion. (2017). *L'immersion française au Canada: Guide pratique d'enseignement* (3e éd.). Chenelière Éducation.
Arnett, K., & Bourgoin, R. (2018). *Accès au succès : Vers une pédagogie plus inclusive en langue seconde*. Pearson Canada.
Lyster, R. (2016). *Vers une approche intégrée en immersion*. Les Éditions CEC.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Presentation of learning sequence for integrating language and content in French immersion context	Design and present a teaching sequence (part of a lesson plan), to demonstrate your understanding of the key elements required to introduce a new concept to students. This should integrate language and content and include a purposeful questioning sequence.	Individual	30%	Friday, July 11, 2025
Lesson plan critique/analysis	You will collaborate with your classmates to find and analyze an existing lesson plan based	Group	30%	Friday, July 18, 2025

	on the criteria we discuss together in class. Collaboratively, we will create a list of these criteria, which will be made available on D2L. The focus will be on effective integration of language and content teaching.			
Design of short - term learning and assessment plan (lesson plan)	Design of a lesson plan including assessment strategies (and discussion of overall assessment plan for the context of this lesson plan)	Individual	40 %	Monday, July 21, 2025

Generative AI

Course participants are welcome to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or support the development of assignments. The following conditions apply:

1. Any use of AI tools must be accompanied by a clear disclaimer outlining how and why the tool was used in the completion of the work. This should appear on the title or cover page.
2. Students remain fully responsible for the accuracy, integrity, and academic quality of their submitted work.
3. Misuse of AI tools—including failure to disclose their use or improper citation—will be considered academic misconduct and will be addressed in accordance with the University of Calgary's Academic Misconduct policy, outlined at the end of this course outline.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
July 7	Apprendre le français: quels sont les enjeux? Questions de réflexion: • Comment est-ce que les apprenants apprennent le français? • Quels sont nos buts pour nos élèves? • Quels sont les buts des élèves, des parents? • Comment aborder l'enseignement en format mixte (face-à-face et en ligne) • Quels sont les défis pour l'immersion?	Cummins, J. (2014). Rethinking pedagogical assumptions in Canadian French immersion programs. *Journal of Immersion and Content-Based Language Teaching*, *2*(1), 3–22. (Link available on D2L) Genesee, F. (1995). Integrating Language and Content: Lessons from Immersion. National Center for Research on Cultural Diversity and Second Language Learning. http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1107&context=crede CPF: Rapports de Canadian Parents for French 2017, 2018, 2019. Voici leur site pour télécharger les documents : https://cpf.ca/en/state-of-fsl-education-in-canada/ Canadian Parents for French : Building Linguistic Security: Be Brave, Speak French! https://cpf.ca/wp-	

	content/uploads/CPF_2020_LinguisticSecurityBrief_EN_v9_EMAIL-1.pdf Roy, S. (2009). Enseigner et apprendre le français en Alberta. Education Canada, 49 (1), 8-12. https://www.edcan.ca/wp-content/uploads/EdCan-2009-v49-n1-Roy.pdf La mise en œuvre du programme d'immersion : https://www.edu.gov.mb.ca/m12/frpub/pol/polcurr/docs/section4.pdf Les enjeux de l'immersion française. Rapport pancanadien. Association canadienne des professionnels de l'immersion. 2018. https://www.acpi.ca/wpcontent/uploads/2020/05/Vol40_n1_Printemps_2018_final_fr_web-1.pdf	
July 8 and 9	Le développement du langage oral Questions de réflexion : • Comment créer un contexte qui favorise l'apprentissage du français? • Comment aider les élèves à développer leurs habiletés langagières? [La boucle de la littératie et l'approche neurolinguistique ANL] • Le développement du langage oral : découvrir des stratégies utiles (le questionnement et l'échaffaudage)	L'immersion en Alberta. Un programme vivant. La production orale. 2018. https://sites.google.com/erlc.ca/immersion-francaise/litt%C3%A9ratie/la-production-orale La langue au cœur du Programme d'immersion française (2021, second ed.). Le gouvernement du Manitoba. https://www.edu.gov.mb.ca/m12/frpub/me/langue_coeur/docs/document_complet.pdf Netten, J. & Germain, C. (2012). A new paradigm for the learning of a second or foreign language: The neurolinguistic approach. Neuroeducation, 1(1), 85-114. https://www.neuroeducationjournal.org/1024046/neuroed20120101-85 Germain, C. et J. Netten (2012). « Une pédagogie de la littératie spécifique à la L2 », Réflexions, Association canadienne des professeurs de langues secondes, vol. 31, n° 1, p. 17-18. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25557906000004336?auth=SAML Netten, J. (2016). L'approche neurolinguistique : une nouvelle conception du « comment » on apprend une langue seconde. La Revue de l'AQEFLS, 32(1), 41–58. https://doi.org/10.7202/1090210ar	

July 10 and 11	Thème : Intégrer langue et contenu pour réussir l'apprentissage	Livre fortement recommandé (disponible à la librairie U of C) Lyster, R. (2016). Vers une approche intégrée en immersion. Anjou : Les éditions CEC. Lyster, R. (2015). Using form-focused tasks to integrate language across the Immersion curriculum. System, 54, pp. 4-13. https://www-sciencedirectcom.ezproxy.lib.ucalgary.ca/science/article/pii/S0346251X14001651	Learning Task 1 due on Friday, July 11, 2025
July 14	Thème : Explorer l'enseignement des matières en immersion (maths, science, études sociales, FLA) : Exploration des enjeux pour enseigner les matières en immersion	Association canadienne des professionnels de l'immersion (ACPI). (2017). L'immersion française au Canada. Guide pratique d'enseignement. Chenelière Education. 3e édition. https://www.cheneliere.ca/l-immersion-enfrancais-ge-d3-9782765056614.html (disponible en ligne ou durant la classe)	
July 15	Thème: Vers le plan de leçon	Stratégies d'enseignement (https://www.learnalberta.ca/content/ieptlibrary) + autres ressources Consultez ce site : https://sites.google.com/erlc.ca/immersion-francaise/ressources-gr-m-9/ressources-1 Création du plan de leçon : Travail guidé pour LT 2 et LT 3 Grant Wiggins, Understanding by Design https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf Pour approfondir vos connaissances, regardez les deux vidéos de Wiggins sur You-Tube https://www.youtube.com/watch?v=4isSHf3SBuQ https://www.youtube.com/watch?v=vgNODvvsgxM	
July 16	Thème : Assessment / L'évaluation en classe de langue/d'immersion Comment développer un plan d'évaluation qui correspond aux objectifs choisis?	ACPI Référentiel – oral ACPI Référentiel – écrit (il faut devenir membre d'ACPI pour avoir accès à ces deux documents – infos à suivre) Les niveaux du CECR - Cadre européen commun de référence pour les langues (CECR) https://www.coe.int/fr/web/common-european-framework-reference-languages/level-descriptions	

		Alberta Assessment Consortium → self-directed PD resources → rubrics [Username: teachers, Password: master] Regarder deux vidéos YouTube : Denis Cousineau (Implémenter le Cadre) https://www.youtube.com/user/PearsonCanadaSchool/search?query=Denis%20Cousineau%20 https://www.youtube.com/watch?v=Tmv_qGGdenQ Warner Read, S., & Placido, K. (2012). Bringing formative assessment to life in the language classroom. Language Educator, 7(4), 50–53. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25557906190004336?auth=SAML	
July 17	Thème : La différenciation Accès au français pour tous les élèves	L'inclusion en immersion: https://education.alberta.ca/media/482331/inclusionweb.pdf Bélanger, S. « Attitudes des différents acteurs scolaires à l'égard de l'inclusion », N. Rousseau et S. Bélanger (dir.), La pédagogie de l'inclusion scolaire, Sainte-Foy (Québec), Presses de l'Université du Québec, 2003, p. 37-56. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/reader.action?docID=4796354&ppg=136 Arnett, K.& Mady, C. (2017). Core or Immersion? Canadian French-Second-Language Teacher Candidates' Perceptions and Experiences of the Best and Worst Program Options for Students with Learning Difficulties and for English Language Learners. Exceptionality Education International, v. 27, n. 1, p. 17–37, 2017. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_eric_primary_EJ1138001 Genesee, Fred. (2007). French Immersion and At-Risk Students: a review of research evidence. The Canadian Modern Language Review, Volume 63, Number 5 (August), pp.654-687. DOI: 10.1353/cml.2008.0004 French Immersion and At-Risk Students: a review of research evidence. https://ucalgary.primo.exlibrisgroup.com/per	

		malink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_85659152 À consulter: Familiarisez-vous avec le document suivant : Alberta Learning. (2010). Making a difference: Meeting diverse learning needs with differentiated instruction. https://education.alberta.ca/media/384968/makingadifference_2010.pdf À regarder: Fred Genesee Immersion for ALL: The Suitability of Immersion for ALL students https://www.youtube.com/watch?v=vbSuttErRIE&t=19s	
July 18		Revisiter tous les concepts appris	Learning Task 2 due

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 **three** required Learning Tasks for this course.

LEARNING TASK 1: Design and Presentation of Content-Language Integrated Learning Sequence- DUE: Friday, July 11 (Individual Task/ 30%)

You will design a teaching sequence (as part of a lesson plan) that demonstrates your ability to effectively present a new concept to students **by integrating language and content**. For students in French as a Second Language (FSL), this means focusing on the language students will need to engage with and manipulate the new theme.

Based on our in-class discussions and a model on how to achieve a successful sequence, you will:

- Choose a grade level and theme aligned with the Alberta Program of Studies.
- Create an engaging hook to introduce the lesson and capture student interest.
- Develop a questioning sequence to activate students' prior knowledge and scaffold understanding.
- Plan how the new material will be presented clearly and progressively.
- Include suggestions for how students will develop their French language skills while practicing and mastering the new content (integrating language and content).

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CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

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 Assessment criteria and rubric:
Length and format requirements will be discussed in class

A-/A

- The teaching sequence is grounded in the program of studies, and presents new material in a clear, gradual, and scaffolded way that supports student understanding.
- Students are provided with opportunities to actively engage and participate
- A purposeful questioning sequence is included to activate prior knowledge and guide student thinking.
- The sequence begins with an engaging hook that captures student interest and connects to the lesson's goals.
- The overall structure keeps students involved and motivated from beginning to end.
- The sequence demonstrates a thoughtful and intentional approach to integrating language within the content.
- Language is presented in ways that help students explore, discuss, and understand the theme—without relying on isolated grammar instruction or vocabulary lists.
- The approach is appropriate for FSL learners, considering grade level and language proficiency.
- The integration is creative, clear, and supports students' ability to use language meaningfully in context.

B/B+

- The sequence make connection to the program of studies, is well-ordered, although is more teacher-centered and leaves room for more student involvement.
- The questioning allows for the uncovering of student knowledge, although it may be inconsistent and rushed.
- The hook is predictable and risks not being engaging for all students.
- Integration of language and content: the sequence reveals some understanding of the importance of including language in the content presentation but could use polishing in terms of the integration.

B-/C+

- The sequence makes vague connections to the program of studies and reveals a lack of understanding of how to communicate content to students, and how to involve students in the process.
- Integration of language and content: The suggested teaching sequence does not show an understanding that content delivery should include language support.

2. **LEARNING TASK 2: Critique and Analysis of a Lesson Plan – DUE: Friday, July 18 (Group Task/ 30%)**

Group Work Assessment: All members of the group will receive the same grade for this assignment, based on the quality of the group's collective work and presentation. It is expected that all members will contribute meaningfully and equitably to the task.

You will work collaboratively with your classmates to select a lesson plan focused on teaching French or teaching content in French. Using a set of criteria that we will develop together in class and post on D2L, you will analyze and critique the chosen lesson plan. Your analysis must be supported with reference to relevant course readings. This task will be presented orally to the class, accompanied by a visual (e.g., slides or annotations) of the lesson plan as you discuss your findings.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

RUBRIC:

CRITERIA	A	A-/B+	B/B-	C+ /LOWER
Assessment of Learning Plan (50%) Addresses key elements of a learning plan, including structure, engagement, integration	All elements of the learning plan are addressed in a thorough, detailed, and well-supported analysis. Discussion	Most elements of the learning plan are addressed in a clear and well-supported analysis. Some elements may be less	Some elements of the learning plan are addressed, but the analysis lacks depth or clarity. Support may be vague, and examples	Few elements of the learning plan are addressed, or they are treated in a cursory or incomplete manner. Limited or unclear

of language and content, and curricular alignment.	demonstrates strong insight and alignment with course expectations.	developed but overall quality remains strong.	may be limited or not clearly connected to key elements.	supporting examples are provided.
Grounding with theories (30%) Demonstrates clear connections to learning theories and the Program of Studies, with explanation of how these inform the plan.	The learning plan makes multiple, well-developed connections to relevant literature and the Program of Studies. Connections are insightful, clearly explain, and strongly support the plan.	The learning plan makes some clear connections to the literature and occasional reference to the Program of Studies. Some connections may need further development or clarification.	The learning plan makes limited or uneven connections to the literature and/or Program of Studies. Some references may be underexplained or weakly linked to the plan.	The learning plan makes few or no meaningful connections to the literature or Program of Studies. Connections are incomplete, inappropriate, or made in a cursory manner.
Presentation of ideas (20%) Oral presentation is clear, well-sequenced, and supported with relevant materials.	Presentation is clearly articulated and well-sequenced. Elements are explained in depth, and the accompanying visual provides strong support and is easy to navigate.	Presentation is well-delivered, though some elements may lack depth or detailed explanation. Visual support is appropriate and generally clear.	Presentation lacks clarity in parts and may be unevenly sequenced. Visual support is somewhat difficult to follow but demonstrates a basic understanding of key elements.	Presentation is weak or unclear. Visual support is confusing or insufficient, and does not reflect confident understanding of the elements.

LEARNING TASK 3: Design of short-term learning plan (lesson plan) and assessment plan – DUE: Friday, Monday, July 21 (Individual Task/ 30%)

Working individually, you will create a lesson plan containing the elements as detailed in the template that will be provided, and you will follow the template as appropriate.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3
You will focus especially on:
(1) choice of appropriate objectives from Program of Studies for BOTH content and language,
(2) elaboration of an assessment plan that addresses the objectives,
(3) a clear demonstration of your understanding of either the development of literacy via the literacy loop, OR the integration of language and content,
(4) a clear and organized sequence of activities to realize your objectives.

Rubric

CRITERIA	A	A-/B+	B/B-	C+ /LOWER
Learning objectives from Program of Studies **(Content and Language)**	Objectives are well-chosen, clearly articulated, and fully aligned with the Program of Studies. The integration of content and language is thoughtful and purposeful.	Objectives are mostly appropriate and clearly stated. Minor adjustments may be needed to strengthen alignment or integration.	Objectives are present but may be vague, unevenly developed, or weakly aligned with the Program of Studies. The integration of content and language is attempted but lacks clarity or coherence.	Objectives are unclear, incomplete, or poorly aligned with the Program of Studies. Integration of content and language is minimal or missing.
Assessment Plan **(Alignment with Objectives)**	Assessment is directly aligned with objectives, clearly explained, and includes relevant criteria and methods. The plan demonstrates a strong understanding of assessment practices.	Assessment is generally aligned with objectives and includes some explanation of methods and criteria.	Assessment is present but lacks clarity or full alignment with objectives. May be too broad, limited, or underdeveloped.	Assessment is missing, incomplete, or poorly aligned with objectives. Lacks clarity and coherence.

Theoretical Integration **(Literacy Loop or Language/Content Integration)**	Lesson plan demonstrates deep understanding of either the literacy loop or the integration of language and content. Theoretical understanding is clearly embedded in the lesson design.	Lesson plan Shows a good understanding of the chosen focus (literacy loop or integration), with theoretical connections evident throughout most aspects of the plan.	Lesson plan demonstrates some understanding, but theoretical connections are surface-level, inconsistent, or underdeveloped.	Theoretical understanding is minimal, vague, or missing. Little to no evidence of connection to key concepts.
Sequence of Activities **(Lesson Structure)**	Lesson plan is logical, well-paced, and fully aligned with objectives. Activities are purposeful, engaging, and clearly scaffold learning.	Lesson plan is mostly logical and well-structured, though pacing or scaffolding may require minor improvements.	Lesson plan is somewhat disorganized or unevenly paced. Activities may not fully support objectives or student engagement.	Lesson plan lacks clarity or coherence. Activities are disconnected, minimal, or misaligned with learning goals.

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.

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-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 Tracy Dinh, esa@ucalgary.ca.

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