

*Erin Spring***EDUC 535.06: Specialization II – Elementary Inclusive Education**
Fall 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 Battle River Territory (Districts 5 and 6).

Class Dates: September 3 – October 22, 2025 (Wednesday afternoons)

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:

The intent of the Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

LEARNER OUTCOMES:

Over the course of the semester, students will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of Elementary Inclusive Education*, and relate this to curriculum planning in the specialization area;

- 2) Identify and critique the *key learning perspectives* (as outlined in the Programs of Study) and *intentions* (learning objectives) across the units in a grade from the Alberta Programs of Studies;
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit, assessment and individualized program plan.

COURSE DESIGN AND DELIVERY:

This course will be delivered face-to-face on campus with engagement in a D2L environment.

There is a D2L site for this course which contains relevant class resources and materials. Students will require a computer, laptop or tablet to access course materials listed in the course outline and/or found on D2L.

REQUIRED TEXTBOOK:

Mitchell, D., Sutherland, D. (2020). *What really works in special and inclusive education*, 3rd Edition. Abingdon, Oxon: Routledge.

Print copy:

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991028885711504336

Each student may purchase and download from the following e-book vendors; apps available for Android and Apple devices:

[BookShelf\(VitalSource\)](#) ; [Kobo](#) ; [Amazon Kindle](#) ; [Google Play Books](#) ; [Apple Books](#) ; [RedShelf](#) ; [ebooks.com](#)

REQUIRED READINGS:

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Retrieved from <https://open.alberta.ca/publications/9780778586012>

Friesen, S., Saar, C, Park, A., Marcotte C. Hampshire, T., Martin, B., Brown, B, & Martin, J. (2015). *Focus on inquiry*. Calgary, AB: Galileo Education Network. Retrieved from <http://inquiry.galileo.org/>

Meyer, R, Rose, D. H. & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA.: CAST. Retrieved from <https://www.cast.org/connect/newsroom/read-universal-design-for-learning-theory-and-practice-for-free-in-clusive/>

ADDITIONAL READINGS:

Alberta Education. (2010). *Inspiring education: A dialogue with Albertans*. Edmonton, AB: Government of Alberta. Retrieved from:

<https://open.alberta.ca/dataset/45370ce9-3a90-4ff2-8735-cdb760c720f0/resource/2ee2452c-81d3-414f-892f-060caf40e78e/download/4492270-2010-inspiring-education-dialogue-albertans-2010-04.pdf>

Alberta Education. (2024). *Ministerial order on student learning*. Edmonton, AB: Government of Alberta. Retrieved from:

https://kings-printer.alberta.ca/Documents/MinOrders/2024/Education/2024_005_Education.pdf

- Alberta Education. (2004). *Standards for Special Education*. Retrieved from:
<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. (2023). *Teaching Quality Standard*. Retrieved from
<https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/09cd735a-3a02-4f1f-8e23-51a11e6dfb06/download/educ-teaching-quality-standard-2023.pdf>
- Alberta Education. (2013). *The inclusive education library*. Edmonton, AB: Government of Alberta.
Retrieved from: <https://www.learnalberta.ca/content/ieptLibrary/index.html>
- Alberta Education. (2015). *Supporting positive behavior in Alberta schools*. Edmonton, AB: Government of Alberta. Retrieved from:
<http://www.learnalberta.ca/content/inspb1/html/introduction.html>
- Alberta Education. (2025). *Education Act* Retrieved from https://kings-printer.alberta.ca/1266.cfm?page=E00P3.cfm&leg_type=Acts&isbncln=9780779853885&display=html
- Alberta Education. (2025). *Alberta's Curriculum*. Edmonton, AB. Government of Alberta. Retrieved from:
<https://curriculum.learnalberta.ca/curriculum/en>
- Alberta Teacher's Association. (2014). *Report of the blue ribbon panel on inclusive education in Alberta schools*. Edmonton, AB: Alberta Teacher's Association. Retrieved from:
<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/News-Room/2014/PD-170-1%20PD%20Blue%20Ribbon%20Panel%20Report%202014-web.pdf>
- Edmonton Regional Learning Consortium. (2016). *Engaging all learners*. Retrieved from:
<http://www.engagingalllearners.ca/>
- Finley, Todd. (2014, Jul 31). Planning the best curriculum unit ever [blog post]. Retrieved from
<https://www.edutopia.org/blog/planning-best-curriculum-unit-ever-todd-finley>
- Friesen, S. (2009). *Teaching effectiveness: A framework and rubric*. Toronto, ON: Canadian Education Association. Retrieved from <http://www.galileo.org/cea-2009-wdydist-teaching.pdf>
- Special Education Council of the Alberta Teachers' Association. (2007). *BOATS: Behaviour, observation, assessment, teaching strategies*, 3rd Edition published 2016. Retrieved from:
<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.pdf>
- Towle, Helena. (2015). *Disability and inclusion in Canadian education: Policy, procedure, and practice*. Canadian Centre for Policy Alternatives. Retrieved from:
<https://www.policyalternatives.ca/publications/reports/disability-and-inclusion-canadian-education>
- Wiggins, G. (2005). *Understanding by Design*. Retrieved from: Vanderbilt University Center for Teaching <https://cft.vanderbilt.edu/wp-content/uploads/sites/59/Understanding-by-Design.docx>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK WITH ALIGNMENT TO LEARNER OUTCOMES	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Inquiry Project <i>Learner Outcome #1.</i>	Individual	30%	September 18
Learning Task 2	Unit Plan and IPP. <i>Learner Outcome #2.</i>	Partner	45%	October 16
Learning Task 3	Evolving Conceptual Understanding of the Discipline/ Mini Lesson Presentations. <i>Learner Outcome #1, #2, and #3.</i>	Individual/ Group	25%	October 23

Grades for each learning task will be calculated using the criteria presented in this course outline and as discussed with students in class.

Final grades will be calculated using the University of Calgary undergraduate grading system.

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

WEEKLY COURSE SCHEDULE:

Date	Topics/Themes	Readings and Tasks	Due Date
Sept 3, 2025	<ul style="list-style-type: none"> Welcome & Introduction Framework for <i>Elementary Inclusive Practice</i> in Alberta by exploring salient features in suggested readings. 	<p><i>Tasks for this week:</i></p> <ul style="list-style-type: none"> i. Welcome, Introductions ii. Review Course Outline iii. Begin inquiry project iv. Set up for presentation of mini-lessons v. Review of lesson planning vi. Introduction to Unit Planning vii. Participate in D2L Course Café <p><i>Suggested Readings:</i></p> <ul style="list-style-type: none"> Alberta Teachers' Association: Blue Ribbon Report Inspiring Education 	

		<ul style="list-style-type: none"> Engaging all Learners Ministerial Order on Student Learning Education Act Teaching Quality Standard 	
Sept 10, 2025	<ul style="list-style-type: none"> Developing a deeper conceptual understanding of <i>Elementary Inclusive Practice</i> and supporting students with diverse learning needs. 	<p><i>Content:</i></p> <ul style="list-style-type: none"> Review of inclusive practice frameworks Case Study Unit planning Strategies to support diverse learners <p><i>Tasks for this week:</i></p> <ol style="list-style-type: none"> Work on Learning Task #1: Inquiry Strategy 1 Student-led mini-lesson Strategy 2 Student-led mini-lesson <p><i>Readings for this week:</i> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i>, 3rd Edition. Abingdon, Oxon: Routledge.</p> <ul style="list-style-type: none"> Chapter 7 Chapter 8 	
Sept 17, 2025	<ul style="list-style-type: none"> Developing a deeper conceptual understanding of <i>Elementary Inclusive Practice</i> and supporting students with diverse learning needs. 	<p><i>Content:</i></p> <ul style="list-style-type: none"> RTI Direct Instruction Formative Assessment Strategies to support diverse learners <p><i>Tasks for this week:</i></p> <ul style="list-style-type: none"> RTI Case Study Strategy 3 Student-led mini-lesson Strategy 4 Student-led mini-lesson Strategy 22 and 23 Student-led mini-lesson Complete Inquiry project <p><i>Readings for this week:</i> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i>, 3rd Edition. Abingdon, Oxon: Routledge.</p> <ul style="list-style-type: none"> Chapter 9 Chapter 10 Chapter 28 Chapter 29 	Learning Task #1 Due: Sept. 17, 2025
Sept 24, 2025	<ul style="list-style-type: none"> Identify and critique the key learning perspectives and intentions in the Alberta Programs of Study Writing an IPP Writing a Behaviour Support Plan 	<p><i>Content:</i></p> <ul style="list-style-type: none"> Writing an IPP Writing a behaviour support plan (BSP) Case Study, brainstorm in breakout groups, large group discussion. Teaching strategies/presentations 	

		<p><i>Tasks for this week:</i></p> <ul style="list-style-type: none"> i. Develop and complete a behavior support plan (BSP) ii. Begin writing IPP based on case study provided iii. Strategy 6 Student-led mini-lesson iv. Strategy 7 Student-led mini-lesson <p><i>Readings for this week:</i></p> <p>Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i>, 3rd Edition. Abingdon, Oxon: Routledge.</p> <ul style="list-style-type: none"> • Chapter 12 • Chapter 13 	
Oct 1, 2025	<ul style="list-style-type: none"> • Designing a Unit and Assessment Plan 	<p><i>Content:</i></p> <ul style="list-style-type: none"> • Writing clear long-term goals and short-term objectives • Understanding assessment and the link to goals and objectives • Differentiating instruction and assessment • Case Study, brainstorm in breakout groups, large group discussion. • Teaching strategies/presentations <p><i>Tasks for this week:</i></p> <ul style="list-style-type: none"> i. Complete writing a behavior support plan (BSP) ii. Complete writing IPP based on case study provided iii. Begin unit plan iv. Strategy 13 Student-led mini-lesson v. Strategy 8 Student-led mini-lesson <p><i>Required readings for this week:</i></p> <p>Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i>, 3rd Edition. Abingdon, Oxon: Routledge.</p> <ul style="list-style-type: none"> • Chapter 19 • Chapter 14 <p>Wiggins, G. (2005). <i>Understanding by Design</i>. ASCD</p> <p>Finley, Todd: https://www.edutopia.org/blog/planning-best-curriculum-unit-ever-todd-finley </p>	
Oct 8, 2025	<ul style="list-style-type: none"> • Designing a Unit and Assessment Plan 	<p><i>Content:</i></p> <ul style="list-style-type: none"> • Unit planning • UbD 	

		<ul style="list-style-type: none"> • <i>Teaching strategies/presentations</i> <p><i>Tasks for this week:</i></p> <ol style="list-style-type: none"> Work on Unit Plan and IPP Strategy 10 Student-led mini-lesson Strategy 12 Student-led mini-lesson <p><i>Readings for this week:</i> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i>, 3rd Edition. Abingdon, Oxon: Routledge.</p> <ul style="list-style-type: none"> • <i>Chapter 16</i> • <i>Chapter 18</i> 	
Oct 15, 2025	<ul style="list-style-type: none"> • Designing a Unit and Individualized Program Plan 	<p><i>Content:</i></p> <ul style="list-style-type: none"> • <i>Unit planning</i> • <i>Writing IPP</i> • <i>Teaching strategies/presentations</i> <p><i>Tasks for this week:</i></p> <ol style="list-style-type: none"> Feedback and Revisions to Unit Plan and IPP/BSP Strategy 16 Student-led mini-lesson Strategy 17 Student-led mini-lesson <p><i>Readings for this week:</i> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i>, 3rd Edition. Abingdon, Oxon: Routledge.</p> <ul style="list-style-type: none"> • <i>Chapter 22</i> • <i>Chapter 23</i> 	<p>Learning Task #2 Due:</p> <p>October 15, 2025</p>
Oct 22, 2025	<ul style="list-style-type: none"> • Applying the Big Ideas that underpin the overarching learning objectives in a discipline 	<p><i>Content:</i></p> <ul style="list-style-type: none"> • <i>Additional strategies to support students with learning challenges</i> • <i>The language and acronyms in inclusive education</i> • <i>Lingering questions or areas of inquiry</i> • <i>Wrap up and Review</i> <p><i>Tasks for this week:</i></p> <ol style="list-style-type: none"> Complete Learning Task 3 Strategy 18 Student-led mini-lesson Strategy 19 Student-led mini-lesson Strategy 20 Student-led mini-lesson <p><i>Readings for this week:</i> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i>, 3rd Edition. Abingdon, Oxon: Routledge.</p> <ul style="list-style-type: none"> • <i>Chapter 24</i> • <i>Chapter 25</i> • <i>Chapter 26</i> 	<p>Learning Task #3 Due:</p> <p>October 22, 2025</p>

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CHANGES TO SCHEDULE:

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

LEARNING TASKS AND ASSESSMENTS**Generative AI:**

For each learning task in this course, please note that all assignments are expected to be the original work of the student and students are not to employ generative AI (for example, chatgpt). Students are ultimately accountable for the work they submit and any misuse of generative AI tools will be considered academic misconduct and will be treated as such.

There are 3 required learning tasks for this course.

I. Learning Task 1: Inquiry Project, 30%**Due: September 17, 2025**

For this assignment, students will develop a topic of inquiry/key question to be explored within the discipline. This question could emerge from class discussions, readings, and experiences in the field. The inquiry should be connected to the development of your final longer-term unit plan (Assignment 2). This inquiry project should help you progress towards the unit plan through investigation of a related topic that is vital to supporting students in an inclusive elementary classroom. Students will investigate this topic through research into resources within the discipline. Findings of the inquiry project will be shared electronically and uploaded into Drop Box on D2L on the date due. The inquiry project can include text, visuals, media, and links. Be creative in the development of this inquiry. Required elements of this project include:

1. A well developed and thought-provoking overarching question of inquiry
2. Well researched text and presentation of findings/responses, as well as questions and concerns that remain.
3. List of resources used in the project completion and ways to find them. (This should be presented as a reference page)

Assessment Criteria for Learning Task 1

Inquiry projects will be assessed on the following criteria:

1. Quality and meaningfulness of research question and resources used in investigation

- Clarity of presentation of the inquiry question
- Fullness of rationale for the question
- Meaningfulness to pre-service teachers within the discipline
- Significance and relevance of resources; correct citation

2. Overall Presentation of findings

- Organization, clarity, and succinctness of findings
- Specificity of references made to resources
- Effectiveness of writing to convey the brainstorming and key findings of the inquiry
- Strength of summary of findings

3. Design elements used in representation of inquiry question and findings

- Effectiveness of visuals in depicting issues raised in inquiry
- Clear, relevant, and striking use of visuals and/or technology and media
- Connectedness between inquiry question, supporting text, and use of visual content

Summary of Grading Based on Above Criteria – Learning Task 1

An *A+ to A* project will present a significant research question with a clear rationale and exceptional explication of findings that are organized, well written, and supported. The inquiry project will employ engaging and clearly connected visuals.

An *A- to B+* project will be guided by a good research question with a supporting rationale and generally well written and developed findings that are paired with research support and some examples. The inquiry project will include mainly relevant and strong visuals.

A *B to C+* project may present a roughly sketched research question in need of some refinement, a somewhat developed rationale, and findings that are lacking in some clarity, development, and/or examples. The inquiry project will include many images and files, but may not be complete or may hold examples that are not connected to the project.

II. Learning Task 2: Design a Unit Plan and IPP, 45%

Due: October 15, 2025

This learning task consists of two parts: **a unit plan and an IPP**. For this assignment, students will work independently to design a unit plan, illustrative of key aspects of universal design and differentiated instruction introduced in this course. Through your planning, you will demonstrate your ability to plan meaningful learning experiences for all students and will demonstrate your ability to differentiate and make accommodations to support student learning.

Although you may choose your subject area, **you are required to select one area from the core subjects: language arts, social studies, science or mathematics**. You will write one IPP for a student with an identified exceptionality, extracting key information from a formal educational assessment that will be provided. Your goals and objectives will be reflective of the unit you have developed. Your final unit plan will also demonstrate appropriate universal design elements to include a variety of exceptionalities in your plan of instruction and assessment.

Assessment Criteria for Learning Task 2:

UNIT			
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PLANNING	Needs Improvement	Meets Expectations	Exceeds Expectations
Comprehensive Unit Plan (Dates and Title of the unit; Learning Outcomes with Reference to the Program of Studies: Objectives of the unit as a whole; Scope and Sequence of Lessons including Activities; Resources: Differentiation; Assessment; Reflection)	(≤ 1)	(3)	(-)
Authentic and engaged learning Learning is meaningful and relevant to students and to the broader community, and that are of real concern, central to the discipline and aligned with the Program of Studies.	(< 3)	(3-4)	(5)
Balanced assessment Assessment of learning provides a comprehensive and holistic picture of student learning and competencies. Assessment is aligned with learning objectives.	(≤ 6)	(7-8)	(9)
Differentiated learning Addresses the diversity and range of students' needs (must include 3 ways in which your plan addresses the diverse learning needs for each of the following students: a) Andrew or Carol; b) an EAL student; and c) a student with a learning challenge of your choice.	(≤ 6)	(7-8)	(9)
IPP	Needs Improvement	Meets Expectations	Exceeds Expectations
Student Information <ul style="list-style-type: none"> • Collate student background information, including home life, personal profile, and perspectives • Clearly identify strengths and needs • Provide a well-defined baseline of current performance and achievement 	(≤ 3)	(4-5)	(6)
Assessment <ul style="list-style-type: none"> • Concisely summarize the pertinent parts of the professional evaluation • Outline specific assessment procedures for informally and formally evaluating student progress • Conduct formal review of progress at scheduled reporting periods with timeline and dates 	(≤ 6)	(7-8)	(9)
Goals/Objectives <ul style="list-style-type: none"> • State 3 SMART long-term goals that are clearly generated from and aligned with the professional assessment • Write 3 DIFFERENT actionable objectives (focusing on different skills) for each long-term goal and for one reporting period only. • Identify effective strategies to achieve the objectives 	(≤ 12)	(13-14)	(15)
Strategies/ Transition Plan <ul style="list-style-type: none"> • Create an achievable, relevant transition plan for school-day changes and placement change 	(≤ 2)	(3)	(4)

III. Learning Task 3: Evolving Conceptual Understanding of the Discipline/Presentations

(20%) Due: October 22, 2025

Learning Task 3 consists of two components:

Part 1: You will design an interactive and engaging mini-lesson for your classmates highlighting accommodations used to support students with learning challenges. You will create a one-page lesson plan that will guide your lesson design and presentation. You will use as guidance for this mini-lesson the topics in our textbook, *What Really Works in Special and Inclusive Education* by David Mitchell. In doing so, you will create an opportunity to practice and utilize teaching strategies that you can draw upon in your field experience and that will enhance teaching skills and ability to work with diverse learners.

Part 2: You will create a one-page description of one specific learning challenge and some of the teaching strategies that can be used to specifically support a child who struggles with this learning challenge in the classroom. Specific format to be discussed in class.

All contributions to the class resource must include the following information:

- A detailed description of the learning challenge and how it may present itself in a classroom including any related challenges the child may experience as a result of the learning challenge.
- Detailed description of the teaching strategies that can be used to support the student and why these strategies have been selected.
- Additional resources (print, visual, websites, technology etc) that can be used to further inform teaching and learning in the classroom.

Assessment Criteria for Learning Task 3:

Working with your peers and instructor, you will complete the assessment rubric below:

Assessment Element		Emergent but needs improvement	Meets Expectations	Exceeds Expectations
Presentation	Quality of Lesson Plan and Presentation		<ul style="list-style-type: none"> • Clear • Comprehensive • Insightful • Interactive/Engaging 	
	Demonstrated Understanding of teaching strategy		<ul style="list-style-type: none"> • Relevant to elementary school context • Exemplars provided to demonstrate use in elementary classroom. 	
Written Contribution	Quality of One-Page Submission		<ul style="list-style-type: none"> • Clear • Comprehensive • Insightful • Free from error (spelling, grammar, punctuation, sentence structure) 	
	Demonstrated Understanding of Learning Challenge and Supports		<ul style="list-style-type: none"> • Clear and comprehensive description of learning challenge and teaching strategies identified • Accurate citation of resources identified and/or used 	

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:

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

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor prior to the due date. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

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

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

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

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

For further information see E.5 Ethics of Human Studies
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

Instructor Intellectual Property

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

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C->

42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

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

Other Important Information

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

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

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

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

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