*Erin Spring*

**Combined EDUC 535.04 Specialization II: Elementary Fine Arts and
EDUC 535.13 Specialization II: Secondary Fine Arts
Fall 2025**

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

**Class Dates:** September 2 – October 24, 2025

**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 and Secondary Fine Arts Education, and relate this to curriculum planning in the specialization area;

2) Identify and critique the key learning perspectives (as outlined in the front matter of 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 and assessment plan.

## COURSE DESIGN AND DELIVERY:

This course will be delivered face-to-face on campus with possible engagement in a D2L environment. Students will require access to a computing device that contains current software and hardware capable of running D2L, Microsoft Word (or similar), and Microsoft PowerPoint (or similar). If you do not own a personal device, there are computers available for student use in the Doucette library and the Taylor Family Digital Library.

## REQUIRED RESOURCES:

### Week 1
Hess, J. (2015). Decolonizing music education: Moving beyond tokenism. International Journal of Music Education, 33(3), 336–347. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0255761415581283

YouTube. (n.d.). *Decolonization Is for Everyone | Nikki Sanchez | TEDxSFU*. YouTube. https://www.youtube.com/watch?v=QP9x1NnCWNY

### Week 2
Alberta Education Program of Study (for your discipline).
K-6 Fine Arts:
https://education.alberta.ca/fine-arts-1-6/programs-of-study/everyone/programs-of-study/

### Week 3
Celik, I., Dindar, M., Muukkonen, H., & Järvelä, S. (2022). The promises and challenges of artificial intelligence for teachers: A systematic review of Research. *TechTrends*, *66*(4), 616–630. https://doi.org/10.1007/s11528-022-00715-y

### Week 4

Alberta Professional Learning Consortium. (2025). *Classroom Supports: Instructional Design.*
https://empoweringthespirit.ca/instructional-design/

Alberta Professional Learning Consortium. (2025). *Classroom Supports: Pedagogy.*
https://empoweringthespirit.ca/instructional-design/

Benton, C. W. (2013). Promoting Metacognition in Music Classes. *Music Educators Journal*, *100*(2), 52–59.
https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0027432113500077

*Weaving ways: Indigenous ways of knowing in classrooms and schools*. Alberta Regional Professional
Development Resources. (2018, October 9). https://empoweringthespirit.ca/wp-content/uploads/2018/09/Weaving-Ways-Introductory-Document-10-09.pdf

## Week 5

Children's Museum Pittsburgh. (n.d.). Flexibility, Presence, and Possibility: Accessible Approaches to Art
and Making. https://pittsburghkids.org/wp-content/uploads/2024/02/Moonshot-Guidebook.pdf

School District 27 Residential Schools and Reconciliation. (2015, October 26). *First Nations Principles of
Learning.* YouTube. https://www.youtube.com/watch?v=0PgrfCVCt_A

*Weaving ways: Indigenous ways of knowing in classrooms and schools*. Alberta Regional Professional
Development Resources. (2018, October 9). https://empoweringthespirit.ca/wp-content/uploads/2018/09/Weaving-Ways-Introductory-Document-10-09.pdf

## Week 6

CTL at UofA. (2020, November 3). *Creating Effective Rubrics.* YouTube.
https://www.youtube.com/watch?v=z2VkENHqSGg

*Five Moore Minutes. (2025, March 10). Reassessing The Rubric: Shifting to strength-based assessment
practices.* YouTube. https://www.youtube.com/watch?v=VtG9lWK5ufo

## Week 7

*Weaving ways: Indigenous ways of knowing in classrooms and schools*. Alberta Regional Professional
Development Resources. (2018, October 9). https://empoweringthespirit.ca/wp-content/uploads/2018/09/Weaving-Ways-Introductory-Document-10-09.pdf

## Week 8

Knowledge and Employability Studio Teacher Workstation. (2005). Inquiry-based Learning.
https://www.learnalberta.ca/content/kes/pdf/or_ws_tea_inst_02_inqbased.pdf

## ADDITIONAL RESOURCES:

*AI for educators*. MagicSchool. (n.d.). https://www.magicschool.ai/

Danyluk, P., Burns, A., Poitras Pratt, Y., Kendrick, A., Plante, M., Wessel, S., Crawford, K., Lemaire, E., Hill, J., Bright, R., Burleigh, D., Weir, C., Hill, L., & Boschman, L. (2023). Examining the braiding and weaving of indigenous ways of knowing, being, and doing in Alberta teacher education. *Alberta Journal of Educational Research*, *69*(3), 384–405. https://doi.org/10.55016/ojs.ajer.v69i3.76174

Fernández-Barros, Andrea, et al. "Peer Tutoring in Music Education: A Literature Review." International Journal of Music Education, vol. 41, no.1, 2023, pp. 129- 40, 10.1177/02557614221087761. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/02557614221087761

Gates, L. (2016). Embracing subjective assessment practices: Recommendations for art educators. *Art Education*, *70*(1), 23–28. https://doi.org/10.1080/00043125.2017.1247565

Lewis, Judy. "How Children Listen: Multimodality and Its Implications for K-12 Music Education and Music Teacher Education." Music Education Research, vol. 22, no. 4, 2020, pp. 373–87, 10.1080/14613808.2020.1781804. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/14613808.2020.1781804

Marshall, J., & D'Adamo, K. (2018). Art studio as Thinking Lab: Fostering Metacognition in art classrooms. *Art Education*, *71*(6), 9–16. https://doi.org/10.1080/00043125.2018.1505377

Martyniuk, Stephanie Veronica. "Game On! —Teaching Video Game Studies in the Arts Classroom." Art Education (Reston), vol. 71, no. 3, 2018, pp. 14–19, 10.1080/00043125.2018.1436325. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00043125.2018.1436325

Mreiwed, Hala, et al. "Building Classroom Community through Drama Education." NJ : Drama Australia Journal, vol. 41, no. 1, 2017, pp. 44–57, 10.1080/14452294.2017.1329680. https://njdrama.scholasticahq.com/article/33490-building-classroom-community-through-drama-education https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/14452294.2017.1329680

OpenAI. (2025). *dot.* (July 14 version) [Large language model]. https://bot.enchatted.com/dot-x-t-l-i-2040-yykt12r

Quigley, Cassie, and Danielle Herro. An Educator's Guide to STEAM: Engaging Students Using Real-World Problems. Teachers College Press, 2019. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991028248518704336

Shabtay, A., Carter, M. R., & Mreiwed, H. (2019). A dramatic collage: Becoming pedagogical through collaborative playbuilding. *Qualitative Research Journal*, *19*(4), 403–414. https://www-emerald-com.ezproxy.lib.ucalgary.ca/insight/content/doi/10.1108/QRJ-02-2019-0020/full/html

LEARNING TASKS OVERVIEW

| LEARNING TASK | DESCRIPTION OF LEARNING TASK | GROUP / INDIVIDUAL | WEIGHT | DUE DATE |
|---|---|---|---|---|
| LT1 Program of Studies Presentation | Students will work in subject specific groups to create a timed, visual, and auditory presentation explaining the program of studies to parents. <br><br>*Aligned with Learner Outcome 2: Identify the key learning perspectives and intentions across the units in a grade from the Alberta Programs of Studies.* | Group | 40% | September 17 |
| LT2 Unit Plan | Students will apply theoretical and practical knowledge to the design of a longer-term unit plan that includes: <br><br>**Part 1:** A unit plan that builds and deepens student understanding through a logical, engaging plan. (10%) <br><br>**Part 2:** Five – 45-minute lesson plans, specific to your area of specialization, as a unit. (20%) <br><br>**Part 3:** 1 formative assessment tool and 1 summative assessment rubric (10%) <br><br>*Aligned with Learner Outcome 3: Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.* | Individual | 40% | October 17 |
| LT3 Active Learning Opportunities | Students will actively participate and engage with course material through collaboration and critical thinking. Students will be required to complete 4 of the following tasks: <br> - Write 3 reflections <br> - Participate in 1 peer review <br> - Participate in 1 Inquiry-based Learning Activity <br><br>*Aligned with Learner Outcome 1: Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of Fine Arts Education, and relate this to curriculum planning in the specialization area.* | Individual | 20% | In class: <br>- September 24 <br>- October 1 <br>- October 8 <br>- October 15 <br>- October 22 |

WEEKLY COURSE SCHEDULE:

| Date | Topic | Readings and Tasks | Due Dates |
|---|---|---|---|
| Week 1: September 3 | **Understand the historical, socio-cultural, and political contexts of Elementary and Secondary Fine Arts Education in relation to curriculum planning.**<br>- Decolonization<br><br>**Welcome!**<br>- Name Tags<br>- Get to know each other game/sheet<br>- First day of school<br><br>- Course Outline + Assignment Overview<br>- Learning Task 1: Make groups and start LT 1 with your group. | 1. Decolonization is for Everyone by Nikki Sanchez https://www.youtube.com/watch?v=QP9x1NnCWNY<br><br>2. Decolonizing music education: Moving beyond tokenism. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0255761415581283<br><br>3. Review course outline, expectations, and learning tasks | |
| Week 2: September 10 | **Identify and critique the key learning perspectives and learning objectives across the units in a grade from the Alberta Programs of Studies.**<br>- LT 1 Examples.<br>- Subject-specific POS Review.<br>- Continue LT 1 with your group. | 1. Please read the Alberta Education Program of Study (for your discipline) and have it available for your subject-specific meeting (see below):<br><br>Everyone in-class 12-12:50pm<br>Visual Arts 1- 1:50pm<br>Music 2- 2:50pm<br>Drama 3-3:50pm | |
| Week 3: September 17 | **Understand the historical, socio-cultural, and political contexts of Elementary and Secondary Fine Arts Education in relation to curriculum planning.**<br>- Artificial Intelligence<br><br>**Learning Task 1 Presentations**<br>- Order to be determined. | 1. The promises and challenges of artificial intelligence for teachers: A systematic review of Research. https://doi.org/10.1007/s11528-022-00715-y | **Learning Task 1:** DUE IN CLASS |

| | | | |
|---|---|---|---|
| | Practical aspects of teaching and designing for student learning.<br>- Introduction to unit plans<br>- AI vs. Traditional<br>- Learning Task 2 Part 1: Create a unit plan that builds and deepens student understanding through a logical, engaging plan. | | |
| Week 4: September 24 | Understand the historical, socio-cultural, and political contexts of Elementary and Secondary Fine Arts Education in relation to curriculum planning.<br>- Metacognition<br><br>Practical aspects of teaching and designing for student learning.<br>- Parts of a lesson plan<br>- Teaching approaches<br>- Lesson plan examples<br>    o Active Learning Opportunity (LT3): Pedagogy and Instructional Design Reflection<br><br>Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.<br>- Start Learning Task 2 Part 2: Five – 45-minute lesson plans, specific to your area of specialization, as a unit. | 1. Promoting Metacognition in Music Classes. https://doi.org/10.1177/00274 32113500077<br><br>2. Weaving ways: Indigenous ways of knowing in classrooms and schools: Instructional Design and Pedagogy<br><br>https://empoweringthespirit.ca/wp-content/uploads/2018/09/Weaving-Ways-Introductory-Document-10-09.pdf<br><br>3. Classroom Supports: Instructional Design. https://empoweringthespirit.ca/instructional-design/<br><br>4. Classroom Supports: Pedagogy. https://empoweringthespirit.ca/instructional-design/ | **Learning Task 3 Reflection 1:** DUE IN CLASS<br><br>**OPTIONAL: Formative Feedback on Learning Task 2: Unit Plan and 1 Lesson** DUE Friday, September 26 before midnight |
| Week 5: October 1 | Understand the historical, socio-cultural, and political contexts of Elementary and Secondary Fine Arts Education in relation to curriculum planning.<br>- Accessible Art Making | 1. Flexibility, Presence, and Possibility: Accessible Approaches to Art and Making. https://pittsburghkids.org/wp-content/uploads/2024/02/Moonshot-Guidebook.pdf | **Learning Task 3 Reflection 2:** DUE IN CLASS |

| | | | |
|---|---|---|---|
| | **Practical aspects of teaching and designing for student learning.**<br>- Inclusion, differentiation, and modifications<br>- Relationship building<br>    o Active Learning Opportunity (LT3): Culture of Belonging Reflection<br><br>**Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.**<br>- Complete Learning Task 2 Part 2: Five – 45-minute lesson plans, specific to your area of specialization, as a unit. | 2. Weaving ways: Indigenous ways of knowing in classrooms and schools: Culture of Belonging https://empoweringthespirit.ca/wp-content/uploads/2018/09/Weaving-Ways-Introductory-Document-10-09.pdf<br><br>3. First Nations Principles of Learning https://www.youtube.com/watch?v=0PgrfCVCt_A | |
| **Week 6: October 8** | **Understand the historical, socio-cultural, and political contexts of Elementary and Secondary Fine Arts Education in relation to curriculum planning.**<br>- Rubrics<br><br>**Practical aspects of teaching and designing for student learning.**<br>- Assessment to strengthen student learning and improve instruction (for/of/as learning)<br>- Identify criteria for summative assessment rubric<br><br>**Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.**<br>- Active Learning Opportunity (LT3): Peer review of Learning Task 2 Part 2: Five- 45-minute lesson plans | 1. Creating Effective Rubrics https://www.youtube.com/watch?v=z2VkENHqSGg<br><br>2. Reassessing The Rubric: Shifting to strength-based assessment practices. https://www.youtube.com/watch?v=VtG9lWK5ufo | **Learning Task 3 Peer Review 1:** DUE IN CLASS |

| Week 7: October 15 | Understand the historical, socio-cultural, and political contexts of Elementary and Secondary Fine Arts Education in relation to curriculum planning.<br>- Active Learning Opportunity (LT3): Storytelling Reflection<br><br>Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.<br>- Learning Task 2 Part 3: Create 1 formative assessment tool and 1 summative assessment rubric. | 1. Weaving ways: Indigenous ways of knowing in classrooms and schools. https://arpdcresources.ca/pd-resource/weaving-ways-indigenous-ways-of-knowing-in-classrooms-and-schools/ | Learning Task 3 Reflection 3: DUE IN CLASS<br><br>Learning Task 2: DUE Friday, October 17 by midnight |
|---|---|---|---|
| Week 8: October 22 | Understand the historical, socio-cultural, and political contexts of Elementary and Secondary Fine Arts Education in relation to curriculum planning.<br>- Active Learning Opportunity (LT3): Inquiry-based Learning Activity<br><br>Practical aspects of teaching: Specific to the Fine Arts<br>- Classroom Management<br>- School year at-a-glance (celebrations, field trips)<br><br>Class celebration! | 1.Inquiry-based Learning https://www.learnalberta.ca/content/kes/pdf/or_ws_tea_inst_02_inqbased.pdf | Learning Task 3 Inquiry-based Learning Activity: DUE IN CLASS |

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 3 required Learning Tasks for this course.

1. <u>LEARNING TASK 1: Program of Studies Presentation 40% – DUE: September 17 (in class and submitted to Dropbox)</u>

As a fine arts specialist, it is essential that you are an expert with the Program of Studies (POS) for your discipline. In this group-based task, you will work with 2 or 3 other students in your discipline to create an educational, live presentation or pre-recorded video for parents explaining the program of studies for one grade level.

Your presentation will include information about:
- The subject and grade;
- How the POS is organized;
- The kinds of activities students will engage in and how they connect to the POS.

Your presentation format:
- Be 6-8 minutes in length
- Incorporate multimedia to engage parents through digital technology: visuals, graphics, animation, acting, music, etc.

Think of this as a chance to connect with parents about their child's school experience (this would be a great presentation for meet-the-teacher nights!).

Be enthusiastic, friendly, creative, responsive, and convince us that you really know your POS inside and out.

<div align="center">CRITERIA FOR ASSESSMENT OF LEARNING TASK 1</div>

Group presentations will be assessed on the following criteria:

- Demonstrated knowledge of POS structure and content.
- Demonstrated knowledge of how to connect learning activities to POS.
- Engaging presentation through effective multimedia techniques.
- Professionalism of content and presentation with respect to the intended audience.

<div align="center">**More details on these criteria and a rubric will be provided in class.**</div>

2. <u>LEARNING TASK 2: Unit Plan 40% – DUE: October 17 (via Dropbox)</u>

For this assignment, students will work individually to design a cohesive unit plan that includes:

**Part 1: Unit Plan Overview:** The unit plan overview clearly illustrates how each lesson builds and deepens student understanding through a logical, engaging, progressive, and unified plan.

**Part 2: Five – 45-minute lesson plans:** These lessons will display the enactment of concepts and strategies

introduced in this course and others.

<u>Note:</u> It is important that you acknowledge that projects in the arts require class time for student work; however, studio time should **not** be a full lesson plan. If class time is required between lessons to complete work, simply indicate this on your unit plan overview.

**Part 3: Assessment Plan:** Describe your plan for formative and summative feedback. Formative assessment tool provides meaningful feedback to both student and teacher in relation to the identified learner outcomes. Summative assessment tool distinctly evaluates the identified learner outcomes.

**Format:** *Cover page; Unit plan overview; 5 lesson plans; Assessment plan; References; Appendices (optional, not assessed).*

## Your individual unit plan should include the following format:

- **Cover Page:** Unit title, Your Name (first/last), Specialization, Target Grade Level (POS), Course Name, Date Submitted.

- **Unit Plan Overview:** Title of each lesson followed by a brief description of the topic or skill being explored and the goal of the lesson.

- **Five Lesson Plans:** Five Lesson Plans (use template provided- Times New Roman 12, single spaced), includes: Learner Statement; POS Outcome(s); Time-based sections of student and teacher activities (Introduction – Main/Body – Reflection/Close); Materials/Resources; Assessment (formative and summative); Differentiation strategies (3); and Accommodations, as needed (based on student profiles to be shared).

- **Assessment Plan:** Describe your plan for formative and summative feedback. Provide 1 formative assessment tool and 1 summative assessment rubric with grading criteria based on learner outcomes (critical).

- **References:** List relevant sources consulted in preparation, cited within the plans, or resources to be used while teaching.

### Criteria For Assessment of Learning Task 2

Individual unit plans will be assessed on the following criteria:

- **Overall Plan and Presentation:** You design learning that builds and deepens student understanding through a logical, engaging, unified plan, within the assigned format.
- **Lesson Plans:** You design authentic, inclusive, and engaging lessons informed by disciplinary knowledge and POS, with activities that are meaningful and relevant to students and the discipline (including 3 ways to differentiate learning).

- **Assessment Plan**: You design an assessment that provides a comprehensive and holistic picture of all students' learning and competencies.

**More details on these criteria and a rubric will be provided in class.**

3. LEARNING TASK 3: Active Learning Opportunities 20% – DUE: In class: September 24, October 1, October 8, October 15, and October 22.

Students will actively participate and engage with course material during class time through collaboration, reflection, and critical thinking; developing a deeper understanding of ways to enact theory in a practical classroom context. The format for these learning opportunities will be reflections (3), peer review (1), and an inquiry-based learning activity (1).

Reflections will include:
- Responding to a question or prompt in writing;
- Connecting Indigenous pedagogy, instructional design, culture of belonging, and storytelling to a vision for your own teaching.

Peer review will include:
- Formative feedback using a single-point rubric (provided);
- Written feedback and comments to justify the assessment, including what was notable and opportunities for improvement.

The inquiry-based learning activity will include:
- The creation of a real-world, interdisciplinary, inquiry-based learning opportunity for one grade level using the Inquiry model (Inquiry-based Learning, 2005).
- Connecting inquiry-based learning to a vision for your own teaching.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Active learning opportunities will take place in class and be assessed individually for completion, either complete or incomplete. Students are required to complete 4 out of 5 active learning opportunities. Due to the condensed nature of the course there will be no make-up opportunities or assignments for missed classes.

**A note on Generative AI:** Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

### 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 you will not be absent from class, except for 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 thoughts. For example, in 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

Late assignment submissions must be discussed with the instructor **before the due date**. 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 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 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 accommodation 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/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 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 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 unauthorized 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.