

*Erin Spring***EDUC 535.08/.16/.04/.13: Specialization II Physical Education & Fine Arts  
Summer 2025**

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

Class Dates: Monday through Friday, July 7-18, 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, gym, studio, and/or outdoor 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).

**EXTENDED COURSE DESCRIPTION:**

Combining Fine Arts and Physical Education provides a unique opportunity to explore the nature of the (kin)aesthetic experience and understand the common teaching and learning practices. Through this journey of exploration, we will discover how these two areas can enhance and contribute to each other and open possibilities of pedagogical innovation.

**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*, 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. If you are in a campus-based section and do not own a personal device, there are computers available for student use in the Doucette library and the Taylor Family Digital Library.

**REQUIRED READINGS:** (all readings can be found in the Reading List under “My Tools” in D2L or directly via [Leganto](#))

### ALL

- Alberta Assessment Consortium. (n.d.). <https://aac.ab.ca/learn/go/assessment-foundations/> To gain members access, create an account using your ucalgary email.
- Alberta Education. (2010). *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction*. Author. <https://open.alberta.ca/publications/9780778586012>
- Greene, M. (1995). Imagination, Breakthroughs and the Unexpected. In M. Greene, *Releasing the Imagination* (p. 17–31). San Francisco, CA: JOSSEY-BASS.  
[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/25602906660004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25602906660004336?auth=SAML)
- Irwin, R. (2003). Toward an aesthetic of unfolding in/sights through curriculum. *Journal of the Canadian Association for Curriculum Studies*, 1(2).  
<https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Ftoward-aesthetic-unfolding-sights-through%2Fdocview%2F1367080842%2Fse-2%3Faccountid%3D9838>
- Kalyn, B. (2013). Indigenous knowledge and physical education. In D. Robinson and L. Randall (Eds), *Teaching Physical Education Today* (pp. 153-176). Toronto: Thompson Educational. ISBN: 978-1-55077-231-9.  
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- Kilborn, M. & Hertlein, K. (2018). A wellness approach to physical education. In J. Barrett & C. Scaini (Eds), *Quality Health and Physical Education: Pedagogical Practices and Considerations for Canadian Elementary School Teachers*. Champaign, IL: Human Kinetics.  
[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/25602454100004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25602454100004336?auth=SAML)
- Leahy, S., Lyon, C. Thompson, S. & Williams, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63(3), 19-24. Retrieved from  
[https://pdo.ascd.org/LMSCourses/PD11OC101M/media/FA\\_M03\\_Reading\\_02\\_Classroom-Assessment.pdf](https://pdo.ascd.org/LMSCourses/PD11OC101M/media/FA_M03_Reading_02_Classroom-Assessment.pdf)
- Lundvall, S. & Maivorsdotter, N. (2021). Environing as embodied experience—A study of outdoor education as part of physical education. *Frontiers in Sports and Active Living*, 3.  
<https://www.frontiersin.org/articles/10.3389/fspor.2021.768295/full>
- Martin, B.H., Snook, B., & Buck, R. (2018). Creating the Dance and Dancing Creatively: Exploring the Liminal Space of Choreography for Emergence, *Journal of the Canadian Association for Curriculum Studies*, 16 (1), 162-174.  
<https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40369/36371>
- Tarr, J. (1996). Arts education: A process approach to the development of pedagogy. *Journal of In-Service Education*, 22 (3) 2930308. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/0305763960220305>
- Seidel, S., Tishman, S., Winner, E., Hetland, L., & Palmer, P. (2009). Chapter 3—The Elements of Quality Arts Learning as Seen Through Four Lenses in *The Qualities of Quality: Understanding Excellence in Arts Education*.  
<https://wallacefoundation.org/sites/default/files/2023-08/Understanding-Excellence-in-Arts-Education.pdf>
- Marshall, J., & D’Adamo, K. (2018). Art studio as Thinking Lab: Fostering Metacognition in art classrooms. *Art Education*, 71(6), 9–16. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00043125.2018.1505377>
- McTighe, J. & Wiggins, G. (2012). *Understanding by design framework*. Alexandria VA: ASCD. Available at:  
[https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)
- VanDerMolen, M. (2023). *Determine the teaching approach mix that fits your art room best*.  
<https://theartofeducation.edu/2023/09/determine-the-teaching-approach-mix-that-fits-your-art-room-best/>

**FINE ARTS**

- Alberta Education. (2015). Programs of study: Art/Music/Drama (1-6). <https://education.alberta.ca/fine-arts-1-6/programs-of-study/everyone/programs-of-study/>
- Alberta Education. (2015). Programs of study: Fine Arts (7-9). <https://education.alberta.ca/fine-arts-7-9/programs-of-study/everyone/programs-of-study/>
- Alberta Education. (2015). Programs of study: Fine Arts (10-12). <https://education.alberta.ca/fine-arts-10-12/programs-of-study/>
- 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>
- Dowdy, J. & Kaplan, S. (2011). *Teaching drama in the classroom: A toolbox for teachers*. <https://brill-com.ezproxy.lib.ucalgary.ca/display/title/37615>
- Choose 1 article from 3 different sections (Sections are: Character Development, Adapting Literature, Storytelling, Good Ideas, History/Social Studies, Creative Play)
- Gray, C. et al. (2017). There's a lot to learn about being a drama teacher: pre-service drama teachers' Experience of stress and vulnerability during an extended practicum. *Teaching and Teacher Education*, 67, 270–77. 10.1016/j.tate.2017.06.015 <https://www-sciencedirectcom.ezproxy.lib.ucalgary.ca/science/article/pii/S0742051X17301932>
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- Magro, K. (2024). *Artistic literacies: Creative and imaginative learning in a global era. Chapter 7: Creative teaching and learning strategies: Applying artistic ways of knowing in the classroom*. <https://pressbooks.openedmb.ca/artisticwaysofknowing/chapter/creative-teaching-and-learning-strategies-applying-artistic-ways-of-knowing-in-the-classroom/>
- Martyniuk, S. (2018). Game on! —Teaching video game studies in the arts classroom. *Art Education* 71(3), 14–19. 10.1080/00043125.2018.1436325. <https://wwwtandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00043125.2018.1436325>
- Neelands, J. (2004). *Beginning drama 11-14. Section 2 – The roles, skills and knowledge of the drama teacher*. [https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=104636&site=ehost-live&ebv=EB&ppid=pp\\_41](https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=104636&site=ehost-live&ebv=EB&ppid=pp_41)
- Roy, D., Baker, W., & Hamilton, A. (2019) *Teaching the Arts – Chapter 10: Organisation (pp 275-305)*. Cambridge University Press. [https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/25603132920004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25603132920004336?auth=SAML)
- 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-emeraldcom.ezproxy.lib.ucalgary.ca/insight/content/doi/10.1108/QRJ-02-2019-0020/full/html>

**PHYSICAL EDUCATION**

- Alberta Education. (2000). *Program of Studies for Physical Education*. Retrieved from: <https://education.alberta.ca/media/160191/phys2000.pdf>
- Alberta Education (2000). *Physical Education Guide to Implementation*. To access please go to: <https://education.alberta.ca/physical-education/program-supports/everyone/support-documents/?searchMode=3>
- Alberta Education (2022). *Physical Education and Wellness Kindergarten to Grade 6 Curriculum*. To access please go to: <https://curriculum.learnalberta.ca/printable-curriculum/en/home>
- Injury Prevention Centre. (n.d.) *School Physical Activity, Health & Education Resource for Safety*. <https://myspheres.ca/en/>

- Casey and Kentel (2014). Diversities in physical education. In D. Robinson and L. Randall (Eds), *Teaching Physical Education Today* (pp. 123-136). Toronto: Thompson Educational. ISBN: 978-1-55077-231-9.  
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- Kirk, D (2012). *Physical Education Futures: Can we reform physical education in the early 21st Century?*  
<https://journals.openedition.org/ejrieps/3222>
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- Physical & Health Education Canada. (2021). 2SLGBTQ+ inclusion in school-based physical activity programs.  
<https://phecanada.ca/sites/default/files/content/docs/phe-canada-lgbtq2s+inclusionguidebook-en-final.pdf> and  
<https://phecanada.ca/activate/gender-equity/gender-diverse>
- Levenberg, M. G., Armstrong, T., & Johnson, I. L. (2020). Teaching Dance for Understanding: Reconceptualizing Dance in Physical Education. *Journal of Physical Education, Recreation & Dance*, 91(6), 3–7.  
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- Sheppard, J. & Gleddie, D. (2014). Curriculum models. In D. Robinson and L. Randall (Eds), *Teaching Physical Education Today* (pp. 34-46). Toronto: Thompson Educational. ISBN: 978-1-55077-231-9.  
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- Teaching Sexual Health (n.d.) <https://teachingsexualhealth.ca/teachers>
- Williams, N. (1992, 1994, 1996, 2015). The physical education hall of shame: Parts I to IV. *Journal of Physical Education, Recreation and Dance*.  
I) <https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fphysical-education-hall-shame%2Fdocview%2F215766321%2Fse-2%3Faccountid%3D9838>  
II) <https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fphysical-education-hall-shame-part-ii%2Fdocview%2F215762302%2Fse-2%3Faccountid%3D9838>  
III) <https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fphysical-education-hall-shame-part-iii%2Fdocview%2F215769712%2Fse-2%3Faccountid%3D9838>  
IV) <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/07303084.2014.978422>

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1.	Effective PE/Fine Arts Pedagogy	Individual	35%	(a) & (b) July 10 (c) & (d) July 11
2.	Unit Plan	Individual	40%	July 17
3.	Critical Reflection & Course Engagement	Individual	25%	July 18

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

#### Daily Schedule:

A detailed daily schedule of activities, topics and readings will be posted on D2L, 2 weeks prior to the start of the course.

**LEARNING TASKS AND ASSESSMENT****LEARNING TASK 1: Effective PE/Fine Arts Pedagogy**

You will work in pairs and select/research a physical education/fine arts pedagogy topic to better understand and develop knowledge in effective planning and teaching in your discipline area. You will select a unique topic that addresses contemporary ideas and practices for teaching fine arts/physical education meaningfully. You will be expected to explore a variety of reliable sources including relevant course readings, journals for teachers, online publications on teaching and learning in your discipline.

The topics should be based on perceived challenges and innovation in teaching, based on past experiences in learning/teaching your discipline (i.e., Field Experience 1 and 2, Specialization I) and the teaching approach should be useful in the development of your unit plan (LT2), as well as upcoming field experiences (3 & 4) and future teaching.

- (a) Create an instruction plan for a PD workshop that you will be facilitating. This will be a 40-min workshop where you will share and help build new ideas/skills with participants (rest of the class) about your topic. It should be thoughtful and engaging for your classmates where you guide them through your learnings and insights. Your goal is to enhance participants' knowledge, skills and attitudes related to your chosen pedagogy topic.
- (b) Create a professional development package for your workshop participants that includes a description of the issue/topic (topic, rationale, key ideas, and practices found, connections to the physical education class, questions/concerns remaining), tangible resources teachers can use in the classroom that reflect best practice in the pedagogy topic area, key recommendations/insights and references. Post this in the D2L Discussion Forum or Class Google folder **prior** to your workshop session.
- (c) Conduct a PD Workshop: Facilitate and engage the class in learning selected ideas and/or practices you found in your research using the instruction plan you developed. The 40-minute in-person workshop will take place on July 11<sup>th</sup>.
- (d) You will also complete a self-assessment that includes a summary of participants' feedback and concluding reflection (250-300 words) about the workshop.

**Grading Criteria for Learning Task 1 (more details will be discussed in class and posted on D2L):**

**Quality of resource package** – Informative design, clarity of issue/information, depth of information provided, quality and relevance of resources.

**Quality of instructional plan** – Constructive/thoughtful activities chosen, plan is effective in engaging class in your key learnings/insights, information provided clearly and thoroughly, plan participants' knowledge, skills, attitudes related to the topic. Thoughtful and careful analysis of facilitation is provided, including individual reflection about the planning process, facilitation, participant feedback and overall summative self-evaluation.

**Facilitation of PD Workshop** – workshop materials provided to class in timely fashion; workshop is facilitated in a meaningful way; participants engaged actively in workshop activities; workshop was well-planned; excellent communication/presentation skills, questioning, dialogue/discussion prompts, reflection and summary of participant evaluations provided.

**LEARNING TASK 2: Unit Plan**

For this assignment, students will work individually to design a 6-lesson unit learning and assessment plan specific to your area of specialization. This unit plan should illustrate the enactment of concepts and strategies introduced in the course and others.

*Note: It is important to acknowledge that projects in the arts sometimes 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 (ie. "Requires 2 classes of additional studio time to complete"). If there is a studio lesson needed, it does not count as one of the six lessons.*



Your individual unit plan should include the following:

### **1. Unit Plan**

Using the template provided in D2L, design a 6-lesson unit plan (in bullet form) for your chosen theme. Each unit plan should include:

- Program foundations, an essential question and indicate appropriate connections to the learning outcomes in the Alberta POS or K-6 curriculum.
- Learning activities/teaching strategies: Describe the details about the main methods for teaching through the unit. This is specifically about how you will teach the content for each lesson (intro, body closure): instructional tasks (remember the key elements), teaching style(s), etc. You will need to make sure that you have appropriate scaffolding/progressions across the 6 lessons.
- Please ensure you provide a description of the daily assessment strategies that align with your objectives. These should also be consistent with your overall assessment strategy.
- PE specialization: Please include organizational and key safety considerations that are pertinent to the learning activities and instructional tasks you have planned (consider planning for safety concepts covered in class, legal liability and the Alberta safety guidelines in myspheres.ca).

### **2. Overall Unit Assessment Strategy Detailed Description & Rationale (500 words)**

Provide a description of your overall assessment and evaluation approach for the unit.

- Remember to address the principles of assessment and evaluation that have been covered in this course and others. Provide rationale for your decisions by connecting these key concepts and strategies with appropriate references to support.
- You should have formative assessment strategies within your unit that align with your stated objectives, and a single unit summative assessment that ties into your unit plan outcomes and essential question.
- Please provide the actual grading criteria and evaluation tool (i.e., rubric) for your unit summative assessment. Remember these should focus on the (critical) curricular learner outcomes and consider student accommodation.
- Describe/illustrate how your formative assessment strategies you designed along the way within your unit plan connect to your unit summative assessment.

### **3. Learner Differentiation**

Provide an explanation of how your unit plan addresses the interests and needs of a range of students overall. Your accommodation plan for differentiation will be based on student characteristics discussed collaboratively in-class, that clearly demonstrates how you will meet the diverse needs and provide an inclusive classroom.

### **4. Reflection**

Describe (approx. 500 words) how your unit demonstrates your learning by reflecting on it from the perspective of your process, class experiences, course content, and peer feedback. Make your learning visible by describing how your experiences and feedback influenced your choices, changes, and decisions.

### **5. List of References/Materials**

A list of all sources and materials consulted in preparation of the unit. Note: multiple sources are expected. Present a reference page in APA format.

### **Grading Criteria for Assignment 2 (more details will be provided in class and a rubric posted on D2L):**

Individual unit plans will be assessed on the following criteria:

- **Overall Plan:** You design learning that builds and deepens understanding through a logical, engaging, unified plan with strong learning tasks connected to the inquiry.
- **Block Plan (Lessons 1-6):** You design authentic and engaging lessons that are informed by disciplinary knowledge and programs of study with activities that are meaningful and relevant to students and to the broader community, and that are of real concern and central to your specialization. Appropriate scaffolding/progressions within and across lessons are clear, with clear connection to overall unit objectives and learning outcomes.
- **Assessment Plan:** You design assessment that provides a comprehensive and holistic picture of all students' learning and competencies.

- **Reflection:** You make meaningful connections to ways of thinking about your specialization, and in alignment with the Alberta Programs of Study/curriculum.
- **Presentation:** Overall presentation of plan (organization, logic, format, style).

### LEARNING TASK 3: Critical Reflection & Course Engagement

This reflection is an opportunity to engage with the course at a deeper level. It provides me with evidence that you have done the readings and reflected on the discussions in class, including how they connect (or not) to your own experiences/ideas. These responses also help ensure that we all can actively participate in the class.

#### ***Part I: Discussion Facilitation (sign-up for date)***

You are expected to become an expert on one of the required readings and facilitate a group discussion (approximately 20 minutes). There will be an opportunity to sign-up for the readings prior to and on Day 1 of the course (eligible articles for this task will be identified on the sign-up sheet and further discussed in class). For this part of the assignment, prepare three discussion questions, with a short, bullet form plan for how you will facilitate a *lively, active and engaging* discussion. Be creative in how you have the class engage with the material. This session and crafted discussion questions should not be merely a summary of the article (descriptive questions) but should get people thinking about the key concepts, issues, practical connections to teaching and learning, and/or get everyone to deeply engage with the author's point of view (analytical questions). As part of your daily reflections (see below), you will include a brief self-assessment/analysis of the quality and success of the discussion (this is in addition to your daily reflection). Additional information about criteria for this self-assessment and analysis will be discussed in-class.

#### ***Part II: Daily Reflections (on-going: submitted with Part III on July 18th)***

You are expected to write a reflection each day that touches on learnings and insights from course readings, activities, presentations, and discussions (200-250 words). Your reflection will be evaluated based on critical analysis, demonstration of engagement and quality, and informed writing. Please note: the day you facilitate your group discussion you will have 2 entries: (a) daily reflection; (b) brief self-assessment of your group facilitation.

Please consider the following when writing your reflections:

This part of the assignment calls for “making connections”. Comment on something in the readings/discussions that especially appealed to you, intrigued you, moved you or annoyed you. How does it help you grow as an emerging teacher? How does it connect (or not) or change to your own thoughts, experiences, or knowledge? Why do you think that is important? How does it relate to teaching and learning in your discipline and how will you apply concepts to your future teaching? Don't comment on everything that drew your attention; rather, develop one thought in some depth. Make sure to include your critical question at the top of every reflection.

This assignment calls for “quality of writing”. While the focus of this assignment is on critical analysis and making connections, a lack of writing clarity, comprehension, and quality can detract from the overall message being conveyed. As such, it is important to pay attention to writing quality (grammar, spelling, punctuation, sentence structure, etc.).

#### ***Part III: Synthesis (due July 18<sup>th</sup>)***

This part of the assignment is a synthesized statement (800-1000 words) that tells the ‘story’ of your reflections and engagement throughout the course. It is a synthesis of all your daily reflections and interpretations. It is intended to give you the opportunity to formally reflect on the significance of the course to your journey in being and becoming an educator in your particular discipline, your views about physical education/fine arts education, and how it may or may not have facilitated movement of your knowledge, skills and attitudes about teaching physical education/fine arts.

Note: This assignment is to be assembled in a professional manor. In other words, take pride in what you hand in and treat it like a work of art (creative elements that help to reinforce your points are welcome!).

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

**Discussion facilitation** –three key questions are analytical, thought-provoking and clear, uses various strategies to engage peers in discussion, facilitator refers directly to key sections of reading, discussion is guided and balanced, with interactive modalities to promote full participant engagement.

**Daily reflections** – engages with key critical questions/issues. Connects insights/questions to class readings, discussions, personal experiences, etc. Raises critical questions for consideration and further discussion.

**Synthesis** – a thoughtful analysis of reflections and engagement throughout the course is demonstrated. Key ideas within readings, discussions, activities, topics are explored and interpreted in relation to your journey in being and becoming an educator within your discipline.

**Quality of writing** – Writing clarity and quality (grammar, spelling, punctuation, sentence structure, vocabulary) is high, using APA 7 writing style.

**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.

**In order to be successful in this class, you are required to do all the readings, attend class, participate in discussions and activities, and complete all assignments.**

**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>

**LATE SUBMISSIONS**

All late submissions of assignments must be discussed with the instructor **prior to 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 with accompanying written evidence.

<https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCil>



### 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, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca)

**Werklund SU Representative** is Siena Lee, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).