

*Erin Spring***EDUC 551: Comprehensive School Health and
Wellness Winter, 2025****Class Dates: January 13th – February 12th**

Land Acknowledgement: The University of Calgary 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: Weekly podcasts and readings have replaced on campus plenary lectures for this course and must be completed BEFORE your lab sessions.

EDUC 551 dates for both on-campus lab sessions and zoom sessions for Community-Based students:
Tuesdays on **January 14th, January 21st, January 28th, February 4th, and February 11th.**

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:

A healthy school community supports the wellness of all its members and healthy students make better learners. Within the broader evidence-based Comprehensive School Health framework, this course provides the theoretical foundations, research base, community resources, and experiential learning to create the capacity for future teachers to be health champions.

This will be accomplished by:

- Engaging in self-reflection about our own health and wellness;
- Reading evidence-based reports, engaging in seminars, dialogues, experiential and practical activities;
- Implementing and applying evidence-based health and wellness knowledge into teaching practice.

LEARNER OUTCOMES:

Students will be knowledgeable about:

1. The four components of the CSH framework (policy; teaching and learning; physical and social environment; and partnerships and services) and their role in school-based health promotion;
2. The social determinants of health and multiple dimensions of wellness and their connections across the Alberta Education program of studies;
3. Teaching and learning strategies that address wellness-related learning outcomes and curriculum competencies;
4. Designing evidence-based whole school health promotion practices to address health-related issues in schools;
5. Critically evaluating current health literature (from both popular and academic sources) to choose evidence-based content for healthy school communities.

COURSE DESIGN AND DELIVERY: This course is a flipped course that blends both synchronous and asynchronous learning and will be delivered with engagement in a D2L environment before meeting as a lab group. Lab sessions will build on listening and reading assignments completed beforehand.

REQUIRED RESOURCES:

All required listening and reading assignments will be posted in your D2L course. There are no required textbooks for this course.

ADDITIONAL RESOURCES:

The following key resources will support you as you complete learning tasks for this course.

Alberta Education. (2017). *Safe and caring schools*. <https://www.alberta.ca/safe-and-caring-schools.aspx?#toc-0>

Alberta Education. (2017). *Mental health in schools*. <https://www.alberta.ca/mental-health-in-schools.aspx>

Bassett-Gunter, R., Yessis, J., Manske, S., & Gleddie, D. (2016). Healthy school communities in Canada. *Health Education Journal*, 75(2), 235-248.

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0017896915570397>

Canadian Healthy Schools Alliance. (2021). *The Canadian Healthy School Standards*.

<https://www.healthyschoolsalliance.ca/ca-healthy-school-standards>

CASEL. (2020). *Fundamentals of SEL*. <https://casel.org/fundamentals-of-sel/>

Ever Active Schools (N.D.) *Wellness wheel*. Free downloadable from
<https://shop.everactive.org/products/wellness-wheel>

Russell-Mayhew, S., & Grace, A. (2016). A call for social justice and best practices for the integrated prevention of eating disorders and obesity. *Eating Disorders: The Journal of Treatment & Prevention*, 24, 54-62.
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10640266.2015.1113829>

Tingle, E., Saunders, J. F., Nutter, S., & Russell-Mayhew, S. (2023). Taking weight out of the equation: Unintended harms of weight-focused health promotion in schools. *Journal of Physical Education, Recreation, and Dance*, 94(2), 49-58.
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/07303084.2022.2146818>

World Health Organization. (2021). *Making every school a health-promoting school – Global standards and indicators*. <https://www.who.int/publications/i/item/9789240025059>

EXPERIENTIAL LEARNING OPPORTUNITIES:

Students must listen to assigned podcast lectures (or read the transcripts) **before** lab sessions. Course podcasts are available on D2L, as well as major podcast platforms like [Spotify](#) and [Apple Podcasts](#) by the title *The Podclass: Conversations on School Health*. This podcast format is intentional so that students may have the opportunity to pursue their own wellbeing if they choose through physical movement (walking, exercise, yoga, chores, etc.) or a restorative hobby (crafting, arts, etc.) while listening to podcasts to experience the benefits of making time for wellness. Some students may prefer to take notes or read while listening. Everyone learns differently; experiment to see what options work best for your own learning and wellbeing.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK With alignment to learner outcomes	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1: CSH Action Plan and Presentation	Presentation of action plan guiding how a wellbeing initiative would be implemented through a CSH approach (Learning Outcomes 1, 2, 4, 5)	Group	40%	February 4 th or 11 th
Learning Task 2: Podcast Practical Analysis Portfolio	Entry A: Reflexive analysis and ideas for application based on the lectures and podcasts for Weeks 1 & 2 (Learning Outcomes 1, 2, 3)	Individual	25%	January 24 th
	Entry B: Reflexive analysis and ideas for application based on the lectures and podcasts for Weeks 3, 4, and 5 (Learning Outcomes 1, 2, 3)	Individual	35%	February 12 th

Lab instructors are responsible for grading assignments and calculating final course grades. Final grades will be expressed in letter grades.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Lab 1 Jan 14	Foundations of Comprehensive School Health	<p>Required Listening (listen <i>before</i> lab): Directions on how and where to listen to course podcasts are also on D2L.</p> <p>Tingle, E. (Host). (2020). Foundations of comprehensive school health with Scott Bailey [Audio podcast episode]. In <i>The Podclass: Conversations on School Health</i>. University of Calgary, Werklund and Ever Active Schools.</p> <p>-Listen to 1-2 additional podcasts from list posted in D2L shell for this week.</p> <p>Required Reading: Joint Consortium for School Health. (n.d.) <i>What is comprehensive school health?</i> http://www.jcsh-cces.ca/images/What_is_Comprehensive_School_Health_October_14_2015_-_2-pager.pdf (2-pages)</p>	
Lab 2 Jan 21	Weight-neutral promotion of physical wellbeing in schools	<p>Required Listening: Tingle, E. (Host). (2020). Weight-neutral health promotion in schools with Dr. Shelly Russell-Mayhew [Audio podcast episode]. In <i>The Podclass: Conversations on School Health</i>. University of Calgary, Werklund and Ever Active Schools.</p> <p>-Listen to 1-2 additional podcasts from list posted in D2L shell for this week.</p>	Portfolio Entry A DUE Friday, January 24th
Lab 3 Jan 28	Healthy relationships in school communities	<p>Required Listening: Tingle, E. (Host). (2023). Embracing Social Emotional Learning: A continuous imperative featuring Dr. Kimberly Schonert-Reichl [Audio podcast episode]. In <i>The Podclass: Conversations on School Health</i>. University of Calgary, Werklund and Ever Active Schools.</p> <p>- Listen to 1-2 additional podcasts from list posted in D2L shell for this week.</p>	
Lab 4	Positive mental wellbeing	Required Viewing: Mental Health Literacy Explained:	CSH Action Plan and Presentation

Feb 4		<p>https://youtu.be/17N14HeNro8</p> <p>Mental Health Literacy Pyramid Explained: https://youtu.be/VgYmIsYmUIU</p> <p>Stress: https://youtu.be/jHjkEfwfEC0</p> <p>Required Listening: Tingle, E. (Host). (2020). Encouraging positive mental health in schools with Andrew Baxter [Audio podcast episode]. In <i>The Podclass: Conversations on School Health</i>. University of Calgary, Werklund and Ever Active Schools.</p> <p>- Listen to 1-2 additional podcasts from list posted in D2L shell for this week.</p>	DUE February 4th
Lab 5 Feb 11	Positive teacher wellbeing	<p>Required listening: Tingle, E. (Host). (2020). Teacher wellbeing with Dana Fulwiler [Audio podcast episode]. In <i>The Podclass: Conversations on School Health</i>. University of Calgary, Werklund and Ever Active Schools.</p> <p>- Listen to 1-2 additional podcasts from list posted in D2L shell for this week.</p>	Remaining CSH Action Plan and Presentations DUE February 11th Portfolio Entry B DUE Friday, February 12th

CHANGES TO SCHEDULE:

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

LEARNING TASKS AND ASSESSMENT

Students may use AI tools to support their work in this course, such as for generating ideas in Learning Tasks #1. However, any AI-generated assistance must be clearly disclosed in both presentations and submitted group reports. This includes contributions to drafting, idea generation, or other content support. AI tools are not permitted for Learning Task #2 as this is a personal reflection assignment. Transparency in using these tools fosters a fair and open academic environment, and failure to disclose AI use may be considered academic misconduct.

There are two required Learning Tasks for this course.

LEARNING TASK 1: (Group): Comprehensive School Health Action Plan and Presentation

DUE: Feb 4th or Feb 11th

Worth: 40% of Grade

Format: Presentation that includes slides and references for submission to D2L Dropbox

Length: 10-12 minutes

Purpose

The implementation of the Comprehensive School Framework in K-12 schools normally requires collaboration between multiple teachers and administrators to effectively move forward. The purpose of this learning task is to practice moving with colleagues through developing an action plan that could be implemented in a school setting and presenting on your plan.

For this learning task, identify a current wellbeing need at a group member's placement school based on a publicly available school development plan (SDP). As a group, develop a workable project for addressing this wellbeing need. You must use the Comprehensive School Health framework, consider multiple stakeholders across the school community, and use research-supported ideas. The following websites are valuable tools for brainstorming and planning a health action plan: a free download available at <https://shop.everactive.org/products/ideas-for-your-healthy-school-action-plan> and <https://healthyschoolsbc.ca/healthy-school-stories/search/>

Imagine you are presenting your Action Plan at a meeting that will have colleagues, school staff, and parents present. Some members of your audience will be familiar with Comprehensive School Health, while others will need some background information on the model. Develop a presentation of your group's action plan that is prepared and presented collaboratively by your group, outlining how your chosen initiative would be implemented and providing details on the steps required to proceed. How will you persuade the various members of your audience that this is a project worthy of their support?

Connect your proposal with specific goals from a school development plan and share the research that supports your approach. Come up with a plan for evaluating the effectiveness of your proposal through some kind of data collection. Clearly identify the different ways stakeholders (colleagues, staff, and parents) can participate in or support the project as part of your presentation.

You are encouraged to be creative with your presentation to engage your audience or demonstrate some part of your project (e.g., skit, interactive activity, etc.) The presentation should bring your action plan to life in a way that synthesizes your learning thus far. You will be presenting during the fourth or fifth lab session. Your presentation should be 10-12 minutes long. **Presentation slides or accompanying materials and references should be submitted via D2L on the day you present.** Citations should follow APA 7th edition style.

Artificial intelligence tools, such as ChatGPT, can be used for this assignment as long as you make clear when and how you used the tool in your presentation materials. The attribution language in your references should include the prompts you used, and how you revised the content for the ultimate written material of your presentation. Be sure to properly cite any language from AI: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Assignment checklist:

Be sure that your action plan...

- Is clearly relevant to a cited wellbeing goal from an School Development Plan (SDP) at a group member's placement school
- Briefly summarizes the CSH framework and explains which parts of your action plan align with the different CSH components (policy; teaching and learning; physical and social environment; and partnerships and services)

- Provides strong research and evidence
- Has a timeline that includes a culminating event or celebration
- Considers how different school stakeholders (administration, teachers, staff, students, and parents) can become involved through a clear request for specific support
- Includes a plan for evaluating and measuring the impact and effectiveness of your proposal
- Has a list of references in APA 7th edition style. If AI has been used to generate ideas, a record of prompts and responses is included.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

All group members will receive the same grade according to the following criteria, unless there are significant group work issues (see “Issues with Group Tasks” section of outline)

	90% to 100% (A to A+) Indicates work that:	80% to 89% (B+ to A-) Indicates work that:	70% to 79% (B- to B) Indicates work that:	60% to 69% (C to C+) Indicates work that:	50% to 59% (D to C-) Indicates work that:
Overall Quality and Impression	Is outstanding and of an exceptional standard. All assignment expectations have been thoughtfully and effectively met.	Is very strong and of a high standard. Nearly all assignment expectations have been successfully met.	Is good and of an acceptable standard. Most assignment expectations have been adequately met.	Is acceptable and of a satisfactory standard. Some assignment expectations have been met.	Is barely acceptable and of a limited standard. Several assignment expectations have not been met.
Understanding and Detail	Demonstrates insightful and complex understanding of CSH and the action plan topic. The action plan is thorough and backed by compelling evidence.	Demonstrates very strong understanding of CSH and the action plan topic. The action plan is detailed and supported by strong evidence.	Demonstrates good understanding of CSH and the action plan topic. The action plan is clear and supported by evidence.	Demonstrates acceptable understanding of CSH and the action plan topic. The action plan is satisfactory and has limited supporting evidence.	Demonstrates vague understanding of CSH and the action plan topic. The action plan is marginal and lacks supporting evidence.
Presentation and Facilitation Skills	The presentation format is impactful and engaging. All group members contribute equally and the presentation is organized and easy to follow. The group expertly facilitates	The presentation format is very effective. All group members contribute and the presentation is organized and clear. The group effectively facilitates questions and discussion from the audience.	The presentation format is good. Most group members contribute and the presentation is somewhat organized and clear. The group facilitates questions and discussion from	The presentation format is adequate. The entire group is not represented or some parts of the presentation may be vague. The group adequately handles questions from the audience.	The presentation format is somewhat ineffective. The entire group is not represented or parts of the presentation are disorganized and/or confusing. The group marginally handles

	questions and discussion from the audience.		the audience well.		questions from the audience.
Written and Visual Communication	Presentation materials are outstanding and impactful; written language is exceptional in clarity and adherence to APA standards.	Presentation materials are excellent; very strong clarity of written language and adherence to APA standards.	Presentation materials are acceptable; overall clarity of written language and satisfactory adherence to APA standards	Presentation materials are adequate; some written language may lack clarity and there is inconsistent adherence to APA standards	Presentation materials are marginal; written language is unclear and marginal adherence to APA standards.

LEARNING TASK 2: (Individual) Podcast Practical Analysis Portfolio

Worth: Portfolio Entry A is worth 25%, Portfolio Entry B is worth 35%

Due Dates: Friday, January 24th for Entry A, Friday, February 12th for Entry B

Format: Written, visual essay, video, concept map, etc. submitted to D2L Dropbox

Length: No more than four pages for Entry A or six pages for Entry B or 10-12 minutes length if choosing a video format

Reflexive analysis requires both looking inward as well as outwards towards the contexts we are all a part of. The day-to-day choices you make as a teacher can influence your students' wellbeing, as well as your own. At the same time, you and your students are part of a complex system with various pressures and factors beyond your control. Your Podcast Practical Analysis Portfolio assignment invites you to critically reflect on course content in relation to your own teaching practice, evaluate strategies discussed in lab and podcast episodes, and look for realistic opportunities to apply what you have learned in the course within the complexities of today's teaching context. For example, you could discuss how course ideas may inform: teaching strategies, lesson planning, classroom routines, learning tasks and assignments, extra-curricular activities, leadership activities, assessment and evaluation strategies, professional learning communities, personal wellbeing choices, workplace boundaries, and policy changes you may advocate for. This assignment invites you to explore the ideas from the course that stand out as especially useful or resonant with your pedagogical approach as you enter the teaching profession.

Format:

You are welcome to be creative in your format for these Podcast Practical Analysis Portfolio entries, though you should be mindful of your time as you consider your choices. Be sure that you choose a format that will allow you to demonstrate the detailed learning you have learned in the course. Possible format options include, but are not limited to:

- Written reflection in essay or more narrative style

- Detailed concept map or infographic with visuals and links to resources alongside reflexive commentary
- A video or recorded slide show presentation of yourself (no longer than 10-12 minutes in length)
- Visual essay with text and images
- Letter to future self (this format can work very well for the final portfolio entry), or a letter to your students

For these assignments, you are asked to create two Portfolio entries to demonstrate your understanding and exploration of the weekly course themes according to the following schedule:

Weekly Themes	Guiding Questions to Consider	Portfolio Entry Due Date
<p>Week 1: Foundations of school health</p> <p>Week 2: Weight-neutral promotion of physical wellbeing in schools</p>	<ul style="list-style-type: none"> • What are your key take away understandings from these weeks in the course? • What ideas challenged or surprised you? • Have you seen effective examples of school-wide health promotion? • What ideas from the course excite or interest you as you plan for your upcoming practicum? • How might you incorporate strategies that thoughtfully consider physical wellbeing in your teaching practice? 	<p>January 24thth</p>
<p>Week 3: Healthy relationships in school communities</p> <p>Week 4: Positive mental wellbeing</p> <p>Week 5: Positive teacher wellbeing</p>	<ul style="list-style-type: none"> • How did stories or examples from course materials relate to what you have observed in field? • Are there new resources you have learned about that you would like to use? • How might you plan for your students' social, emotional, and mental wellbeing through the choices you make as a teacher now that you have learned more about these topics? • How will you plan for and protect your own wellbeing as a teacher? Consider both the short term (Field), and looking further into the future. • What strategies have you already found work well for you in terms of taking care of your own health, and are there ideas you would like to explore more? • What will you remember from this course? 	<p>February 12th</p>

Include references and note all the podcasts you listened to that informed each Portfolio entry in APA 7th edition style. You should include specific ideas from at least 4 podcast references for Entry A and at least 6 podcast references for Entry B. Please discuss alternative formats than those listed above with your lab instructor before submitting. These assignments should be personal and specific to your teaching. You may **not** use AI tools such as ChatGPT to draft your Portfolio entries, even if you edit and revise them. Each entry will be assessed individually according to the following criteria:

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

	90% to 100% (A to A+) Indicates work that:	80% to 89% (B+ to A-) Indicates work that:	70% to 79% (B- to B) Indicates work that:	60% to 69% (C to C+) Indicates work that:	50% to 59% (D to C-) Indicates work that:
Overall Quality and Impression	Is outstanding and of an exceptional standard.	Is very strong and of a high standard.	Is good and of an acceptable standard.	Is acceptable and of a satisfactory standard.	Is barely acceptable and of a limited standard.
Understanding and Detail	Demonstrates an insightful and complex understanding of course content. Specific details from the minimum number of course podcasts convey a high level of engagement in the course.	Demonstrates a thoughtful understanding of course content. Specific details from the minimum number of course podcasts convey a strong level of engagement in the course.	Demonstrates a strong understanding of course content. Details from course podcasts convey acceptable level of engagement in the course, though there may be less than the minimum number of podcasts discussed.	Demonstrates an adequate understanding of course content. Details from lectures and course podcasts convey adequate level of engagement in the course, though there may be less than the minimum number of podcasts discussed.	Demonstrates marginal understanding of course content. Detail from lectures and course podcasts convey marginal or inconsistent engagement in the course, and there may be less than the minimum number of podcasts discussed.
Ideas for Application	Insightful and specific details for the application of course content to teaching practice are persuasively shared.	Thoughtful and clear details for the application of course content to teaching practice are effectively shared.	Strong and clear details for the application of course content to teaching practice are satisfactorily shared.	Adequate and somewhat clear details for the application of course content to teaching practice are adequately shared.	Marginal or vague details for the application of course content to teaching practice are shared.
Communication	Communication choices are outstanding and impactful; language is exceptional in clarity and adherence to APA standards.	Communication choices are excellent; very strong clarity in language and adherence to APA standards.	Communication choices are effective; clarity in language and acceptable adherence to APA standards.	Communication choices materials are adequate; some clarity in language and satisfactory adherence to APA standards.	Communication choices are marginal; inconsistent clarity in language and marginal adherence to APA standards.

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. **A penalty of 10% per day will apply for unexcused late submissions of assignments.** Instructors can add penalties for late assignments here. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

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

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

For further information see E.5 Ethics of Human Studies
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

Instructor Intellectual Property

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

Freedom of Information and Protection of Privacy

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

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

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

Other Important Information

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

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

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments

during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

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

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

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

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.