

**EDUC 535.08/.16 Specialization II – Elementary & Secondary Physical Education  
Fall 2024**

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:** September 3 – October 24, 2024

**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).

**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 Physical 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. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2l.ucalgary.ca](https://d2l.ucalgary.ca)).

**REQUIRED RESOURCES:**

**Note: All resources can be found in the Reading List under “My Tools” in D2L or directly via [Leganto](#)**

**REQUIRED READINGS:**

Canada’s Sports Hall of Fame. (n.d.). *Indigenous Sport Heroes Education Experience*.

<https://indigenousheroes.ca/>

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.

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/23064337060004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23064337060004336?auth=SAML)

Chatoupis, C. (2021). The spectrum: Implications for physical education teaching. *Runner*, 52(1), 4-10.

<https://www.hpec.ab.ca/uploads/files/RunnerVol52No1-WEB.pdf>

Kalyn, B. (2014). 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.

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/23064313070004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23064313070004336?auth=SAML)

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/23064313080004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23064313080004336?auth=SAML)

Kirk, D (2012). *Physical Education Futures: Can we reform physical education in the early 21st Century?*

<https://journals.openedition.org/ejrieips/3222>

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)

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.

10.1080/07303084.2020.1770519 <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/07303084.2020.1770519>

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>

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)

Physical & Health Education Canada. (n.d.). *Welcoming and engaging school physical education opportunities for girls: A guidebook*. <https://phecanada.ca/sites/default/files/content/images/PHE-20-Gender%20Equity-Guidebook-EN.pdf>

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>

Teaching Sexual Health (n.d.) <https://teachingsexualhealth.ca/teachers>

Williams, N. (1992, 1994, 1996, 2015). The physical education hall of shame I Parts I to IV. *Journal of Physical Education, Recreation and Dance*. See Leganto.

Part 1 - <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>

Part 2 - <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>

Part 3 - <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>

Part 4 - <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/07303084.2014.978422>

#### **CURRICULUM RESOURCES:**

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/>

#### **RECOMMENDED RESOURCES:**

Alberta Education. (2010). *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction*. Author. <https://open.alberta.ca/publications/9780778586012>

Dinold, M. & Zitomer, M. (2015). Creating opportunities for all in inclusive dance. *Palaestra*, 29(4), 45-50. DOI:10.18666/PALAESTRA-2015-V29-I4-7180 <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=112268770&site=ehost-live>

Gruno, J. & Gibbons, S. (2016). Developing a relatedness-supportive learning environment in dance: Small group learning activities. *PHE Journal*, 82(4), 1-14. <https://phecanada.ca/professional-learning/journal/peer-review-developing-relatedness-supportive-learning-environment>

Safety Guidelines for Physical Activity: [https://education.alberta.ca/media/160206/sg\\_pa\\_final\\_2014.pdf](https://education.alberta.ca/media/160206/sg_pa_final_2014.pdf)

Young, J., Haas, E., & McGown, E. (2010). *Coyote's guide to connecting with nature (2<sup>nd</sup> Edition)*. Chapter 1: *Coyote as our guide*. Shelton, Wash: OWLLink Media.

[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/23064313260004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/23064313260004336?auth=SAML)

**Websites:**

Ever Active Schools: <https://everactive.org/>

Physical and Health Education Canada: <https://phecanada.ca>

Health and Physical Education Council of the Alberta Teachers Association. <https://www.hpec.ab.ca>

Ontario Physical Education. <https://www.ophea.net>

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1.	Effective PE Pedagogy	Group	35%	• Oct 2 <sup>nd</sup> (Please post Part B before class)
2.	Unit Plan	Individual	40%	• October 18 <sup>th</sup>
3.	Critical Reflection & Course Engagement	Individual	25%	• October 25 <sup>th</sup> for final submission

**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).

**LEARNING TASKS AND ASSESSMENT**

**1. LEARNING TASK 1: Effective PE Pedagogy**

You will work in groups and select/research a physical education pedagogy topic to better understand and develop knowledge in effective planning and teaching in your discipline area. Each group will select a different topic that address contemporary ideas and practices for teaching 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.

- A. Create an instruction plan for a PD workshop that you will be facilitating. This will be a 30-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. You will also provide a self-assessment that includes a summary of participants' feedback and concluding reflection (250-300 words) about the workshop.
- 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 for participants **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 30-minute in-person workshop will take place on October 2<sup>nd</sup>.

The topics should be based on perceived challenges 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.

**Grading Criteria for Learning Task 1** *(more details will be discussed in class and a rubric 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.

This assignment will be graded as a group and all group members will receive the same grade.

## 2. LEARNING TASK 2: Unit Plan

For this assignment, students will work individually to design a unit learning plan, illustrative of key aspects of theory introduced in the course. The learning task should contain all the elements listed below.

### 1. Unit Description & Rationale

- Briefly describe the theme of your unit and how your unit fits within Alberta program mandates.
- Describe what your overarching goals/outcomes for the overall unit and ultimately what you're hoping students will take away from it.
- Include an explanation where the value of the unit is presented. This rationale should support your choice to create a full unit on this topic.
- You should also explain what type of curricular model(s) that grounds the unit (or how this unit fits into an overarching model that is being used for multiple units) and why you chose to go in this direction.

### 2. Cues List

- Choose at least 2 knowledge/understandings, skills, processes, attitudes (KSA/KUSPs) for each lesson and create your simple, kid-friendly teaching/instructional cues (3-4 cues) that you will use to introduce and reinforce in your formative assessment feedback. These should be in bullet form.

### 3. Unit Plan

- Using the template provided in D2L, design a 6-lesson unit plan (in bullet form) for your chosen theme. Each lesson should indicate appropriate connections to the learning outcomes in the Alberta POS or K-6 curriculum.
- Learning activities/Instructional Tasks: 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 progressions (content development) of skills/activities across the 8 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.
- 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 Physical Activity Safety Guidelines).

#### 4. Lesson Plan

Using the template provided in D2L, create quality lesson plan for the first lesson of your unit. Be sure to include the following:

- Subject, topic, grade level, class length, your name, date, total # of students.
- General & specific outcomes
- Lesson objectives
- Accommodation plan for differentiation – based on student characteristics decided in class.
- Equipment & resources needed.
- Appropriate introduction (set induction), lesson development (content analysis & development), and closure (conclusion)
- Anticipated time, anticipated progression of tasks, how tasks will be communicated, organizational arrangements, goal orientation, teaching cues.
- Teaching & learning activities that show variety, appropriate developmental level, progressions and are connected to stated learning outcomes and objectives.
- Safety considerations (make sure you check the *Safety Guidelines Manual*).

#### 5. Overall Unit Assessment Strategy

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 class.
- You should have formative assessment strategies that align with your stated objectives (part of your block plan), and a single unit summative assessment. Please provide the grading criteria and evaluation 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 rubric.

#### 6. 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.

#### 7. Reflection

In 300-500 words, describe how your unit demonstrates your learning by reflecting on it from the perspective of your process, class experiences, course content, and peer/instructor feedback. Make your learning visible by describing how your experiences and feedback (feed forward) influenced choices, changes, and decisions.

#### 8. 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:

1. **Overall Plan:** You design learning that builds and deepens understanding through a logical, engaging,

unified plan with strong learning tasks connected to the inquiry.

2. **Block Plan & Lesson Plan:** You design authentic and engaging lessons that are informed by the 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 physical education. Appropriate progressions within and across lessons are clear, with clear connection to overall unit objectives and learning outcomes.
3. **Assessment Plan:** You design assessment that provides a comprehensive and holistic picture of all students' learning and competencies (including 3 different ways to differentiate learning (to be discussed in class)).
4. **Reflection:** You make meaningful connections to ways of thinking about physical and health education, and in alignment with the Programs of Study and/or new curriculum.
5. **Presentation:** Overall presentation of plan (organization, logic, format, style)

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

This reflection assignment 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: Weekly Reflections*

You are expected to write a reflection each week that touches on learnings and insights from course readings, activities, presentations, and discussions (250-300 words). This reflection will evidence your ability to bring together scholarly and practitioner literature on essential questions and issues within physical and health education (PHE) with personal experience, insights, and activities/discussions in class.

This assignment calls for “making connections”. Consider what in the readings/discussions/class activities that especially appealed to you, intrigued you, moved you, etc. 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 PHE and how will you apply concepts to your future teaching?

Each week, please ensure you have a **minimum of 1 quote** from the required reading(s) **and an additional quote or concrete example** from supplemental resources or in-class experiences.

#### *Part II: Synthesis*

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 weekly 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 physical and health education, your views about physical and health education, and how it may or may not have facilitated movement of your knowledge, skills and attitudes about teaching physical and health education.

Note: The final submission of LT3 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 a rubric posted on D2L):**

***Weekly 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.

- *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.

**Note: To be successful in this class, you are required to do all of 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>

### 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. Late submissions without prior discussion with instructor will have a 10% per day penalty. <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
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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

#### **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>

#### **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-cfrieb) 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](mailto:esa@ucalgary.ca).

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