

**EDUC 535.13 Specialization II: Secondary Fine Arts
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 25, 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 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 Secondary Fine Arts Education, and relate this to curriculum planning in the specialization area;
- 2) Identify and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and intentions (learning objectives) across the units in a grade from the Alberta Programs of Studies;
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY:

This course will be delivered face-to-face on campus. There is a D2L site for this course which contains required readings and other relevant class resources and materials. A laptop with presentation software (ex. PowerPoint or Canva) and Microsoft Word (or similar) is required.

REQUIRED RESOURCES:**Week 1**

Secondary Fine Arts:

Grades 7-9 <https://education.alberta.ca/fine-arts-7-9/programs-of-study/everyone/programs-of-study/>

Grades 10-12 <https://education.alberta.ca/fine-arts-10-12/programs-of-study/everyone/programs-of-study/>

Morris, R., Hoelterhoff, M., & Argyros, G. (2022). The challenges and experiences of academics supporting psychological capital among students at the emergence of covid-19: A qualitative investigation of award-winning educators at a British University. *British Journal of Educational Psychology*, 93(2), 405–422. <https://doi.org/10.1111/bjep.12565>

Week 2

Alberta Education Program of Study (for your discipline).

Week 3

Peres, R., Schreier, M., Schweidel, D., & Sorescu, A. (2023). On ChatGPT and beyond: How generative artificial intelligence may affect research, teaching, and Practice. *International Journal of Research in Marketing*, 40(2), 269–275. <https://doi.org/10.1016/j.ijresmar.2023.03.001>

Week 4

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>

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

Mreiwed, Hala, et al. “Building Classroom Community through Drama Education.” *NJ : Drama Australia Journal*, vol. 41, no. 1, 2017, pp. 44–57, 10.1080/14452294.2017.1329680.

<https://njdrama.scholasticahq.com/article/33490-building-classroom-community-through-drama-education>
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/14452294.2017.1329680>

Purvis, Denise. "Meeting Students on Their Own Ground: Best Practices in Teaching Dance Technique, Grades 9-12." *Journal of Dance Education*, vol. 14, no. 1, 2014, pp. 35–38, 10.1080/15290824.2013.814918 <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15290824.2013.814918>

Week 5

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

Groenendijk, Talita, et al. "Self-Assessment in Art Education through a Visual Rubric." *The International Journal of Art & Design Education*, vol. 39, no. 1, 2020, pp. 153–75, 10.1111/jade.12233 <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jade.12233>

Nicoll, J., & Oreck, B. (2013). Can the "Best practice" trend leave room for the unknown? *Journal of Dance Education*, 13(3), 92–98. 10.1080/15290824.2013.800945 <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15290824.2013.800945>

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

Week 6/7/8

No assigned readings.

ADDITIONAL RESOURCES:

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

Gilbert, A. G. (2011). Toward best practices in dance education through the theory of multiple intelligences. *Journal of Dance Education*, 3(1), 28–33. 10.1080/15290824.2003.10387226 <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/15290824.2003.10387226>

Gray, Christina, et al. "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*, vol. 67, 2017, pp. 270–77, 10.1016/j.tate.2017.06.015 <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0742051X17301932>

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

Mainwaring, Lynda M., and Donna H. Krasnow. "Teaching the Dance Class: Strategies to Enhance Skill Acquisition, Mastery and Positive Self-Image." *Journal of Dance Education*, vol. 10, no. 1, 2010, pp. 14–21, 10.1080/15290824.2010.10387153 <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15290824.2010.10387153>

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>

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

Quigley, Cassie, and Danielle Herro. *An Educator’s Guide to STEAM: Engaging Students Using Real-World Problems*. Teachers College Press, 2019. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991028248518704336

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1 Program of Studies Presentation *Aligned with Learner Outcome 2.	Students will work in subject specific groups to create a timed, visual, and auditory presentation explaining the program of studies to parents across the units, in a grade, from the Alberta Programs of Studies.	Group	40%	September 18
LT2 Unit Plan *Aligned with Learner Outcome 3.	Students will apply theoretical and practical knowledge to the design of a longer-term unit plan that includes: Part 1: A unit plan that builds and deepens student understanding through a logical, engaging plan. (10%) Part 2: Five – 45-minute lesson plans, specific to your area of specialization, as a unit. (20%) Part 3: 1 formative assessment tool and 1 summative assessment rubric (10%)	Individual	40%	Part 1 due: September 25 Part 2 due: October 11 Part 3 due: October 23
LT3 Active Learning Opportunities *Aligned with Learner Outcome 1.	Students will actively participate and engage with course material through collaboration and critical thinking to develop a deeper understanding of ways to enact theory in a practical classroom context. The format for these learning opportunities will be: <ul style="list-style-type: none"> - Timed presentations summarizing the weekly readings; - Peer reviews. 	Individual	20%	In class: - September 4 - September 25 - October 2 - October 9 - October 16

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A student's final grade for this course is the sum of the weighted values listed above.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
September 4	<p>Welcome!</p> <ul style="list-style-type: none"> - Course Outline + Assignment Overview - First day of school <p>Understand the historical, socio-cultural, and political contexts of Elementary and Secondary Fine Arts Education in relation to curriculum planning.</p> <ul style="list-style-type: none"> - Class participation 1: Presentation <u>*Please read the weekly reading before class.</u> <p>Identify and critique the key learning perspectives and learning objectives across the units in a grade from the Alberta Programs of Studies.</p> <ul style="list-style-type: none"> - Introduction to the Program of Studies 	<ol style="list-style-type: none"> 1. Review course outline, expectations, and learning tasks 2. The challenges and experiences of academics supporting psychological capital among students at the emergence of COVID-19: A qualitative investigation of award-winning educators at a British university. https://doi.org/10.1111/bjep.12565 3. Please download (or print) the Alberta Education Program of Study (for your discipline) and have it available for the 1st class. 	<p>Due: Active Learning Opportunity 1 Presentation</p>
September 11	<p>Identify and critique the key learning perspectives and learning objectives across the units in a grade from the Alberta Programs of Studies.</p> <ul style="list-style-type: none"> - Subject-specific POS Review. - LT 1 Examples - Make groups and start LT 1 with your group. 	<ol style="list-style-type: none"> 1. Please read the Alberta Education Program of Study (for your discipline) and have it available for your subject-specific meeting (see below): <p>Visual Arts 12- 12:45pm Drama 1- 1:45pm Music 2- 2:45pm Dance 3- 3:45pm</p>	
September 18	<p>Learning Task 1 Presentations</p> <ul style="list-style-type: none"> - Order to be determined. <p>Practical aspects of teaching and designing for student learning.</p> <ul style="list-style-type: none"> - Introduction to unit plans - Using AI 	<ol style="list-style-type: none"> 1. On ChatGPT and beyond: How generative artificial intelligence may affect research, teaching, and Practice. https://doi.org/10.1016/j.ijresmar.2023.03.001 	<p>Learning Task 1: DUE IN CLASS</p>

	<ul style="list-style-type: none"> - LT2 Part 1: Create a unit plan that builds and deepens student understanding through a logical, engaging plan. 		
September 25	<p>Understand the historical, socio-cultural, and political contexts of Elementary and Secondary Fine Arts Education in relation to curriculum planning.</p> <ul style="list-style-type: none"> - Class participation 2: Presentation. <u>*Please read the weekly reading for your subject area before class.</u> <p>Practical aspects of teaching and designing for student learning.</p> <ul style="list-style-type: none"> - Parts of a lesson plan - Designing for inclusion, differentiation, and modifications - Lesson plan examples <p>Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.</p> <ul style="list-style-type: none"> - Start LT 2 Part 2: Five – 45-minute lesson plans, specific to your area of specialization, as a unit. 	<p>1. DANCE: Meeting Students on Their Own Ground: Best Practices in Teaching Dance Technique, Grades 9-12. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15290824.2013.814918</p> <p>2. DRAMA: Building Classroom Community through Drama Education https://njdrama.scholasticahq.com/article/33490-building-classroom-community-through-drama-education</p> <p>3. VISUAL ARTS: Flexibility, Presence, and Possibility: Accessible Approaches to Art and Making. https://pittsburghkids.org/wp-content/uploads/2024/02/Moons-hot-Guidebook.pdf</p> <p>4. MUSIC: Decolonizing music education: Moving beyond tokenism. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0255761415581283</p>	<p>Due: Active Learning Opportunity 2 Presentation</p> <p>Learning Task 2 PART 1: DUE before midnight.</p>
October 2	<p>Understand the historical, socio-cultural, and political contexts of Elementary and Secondary Fine Arts Education in relation to curriculum planning.</p> <ul style="list-style-type: none"> - Class participation 3: Presentation. <u>*Please read the weekly reading for your subject area before class.</u> <p>Practical aspects of teaching and designing for student learning.</p> <ul style="list-style-type: none"> o Role of metacognition 	<p>1. DANCE: Can the “Best Practice” Trend Leave Room for the Unknown? https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15290824.2013.800945</p> <p>2. DRAMA: A dramatic collage: Becoming pedagogical through collaborative playbuilding. https://www-emerald-com.ezproxy.lib.ucalgary.ca/insigh</p>	<p>Due: Active Learning Opportunity 3 Presentation</p>

	<ul style="list-style-type: none"> ○ Selecting learning resources ○ Designing for inquiry-based learning <p>Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.</p> <ul style="list-style-type: none"> - Complete LT 2 Part 2: Five – 45-minute lesson plans, specific to your area of specialization, as a unit. 	<p>t/content/doi/10.1108/QRJ-02-2019-0020/full/html</p> <p>3. VISUAL ART: Self-Assessment in Art Education through a Visual Rubric. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jade.12233</p> <p>4. MUSIC: Promoting Metacognition in Music Classes. https://doi.org/10.1177/0027432113500077</p>	
October 9	<p>Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.</p> <ul style="list-style-type: none"> - Class participation 4: Peer review of LT 2 Part 2: 5- 45-minute lesson plans <p>Practical aspects of teaching and designing for student learning.</p> <ul style="list-style-type: none"> - Assessment to strengthen student learning and improve instruction (for/of/as learning) 		<p>Due: Active Learning Opportunity 4 Peer Review</p> <p>Learning Task 2 PART 2: DUE by October 11 before midnight.</p>
October 16	<p>Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.</p> <ul style="list-style-type: none"> - Create 1 formative assessment tool and 1 summative assessment rubric - Class participation 5: Peer review of LT 2 Part 3: 1 formative assessment tool and 1 summative assessment rubric. 		<p>Due: Active Learning Opportunity 5 Peer Review</p>
October 23	<p>Practical aspects of teaching: Specific to the Fine Arts</p> <ul style="list-style-type: none"> - Relationship building - Classroom Management - School year at-a-glance (celebrations, field trips) 		<p>Learning Task 2 PART 3: DUE before midnight.</p>

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

LEARNING TASKS AND ASSESSMENT

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

There are 3 required Learning Tasks for this course.

1. **LEARNING TASK 1: Program of Studies Group Presentation 40% – DUE: September 18 (in class and submitted to Dropbox)**

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

Your presentation will include information about:

- The subject and grade;
- How the POS is organized;
- The kinds of activities students will engage in and how they connect to the POS.

Your presentation format:

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

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

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

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Group presentations will be assigned a group grade that is assessed on the following criteria:

- Demonstrated knowledge of POS structure and content.

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

More details on these criteria will be provided in class and on D2L.

2. LEARNING TASK 2: Individual Unit Plan 40% – Part 1 DUE: September 25 (via Dropbox), Part 2 DUE: October 11 (via Dropbox), Part 3 DUE: October 23 (via Dropbox)

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

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

Part 2: Five – 45-minute lesson plans: These lessons will display the enactment of concepts and strategies introduced in this course and others. Each lesson will clearly articulate a learner statement of what the learners will be able *to know or do* if the lesson is effective.

Note: It is important that you acknowledge that projects in the arts require class time for student work; however, studio time should **not** be a full lesson plan. If class time is required between lessons to complete work, simply indicate this at the end of the lesson plan (i.e., “Requires 2 classes of additional studio time to complete”) and in your unit plan overview.

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

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

Your individual unit plan should include the following format:

- **Cover Page:** Unit title, Your Name (first/last), Specialization, Target Grade Level (POS), Course Name, Date Submitted.
- **Unit Plan Overview:** Title of each lesson followed by a brief description of the topic being explored, the goal of the lesson, learning activities, and the POS goals addressed (with references to the appropriate curriculum document).
- **Five Lesson Plans:** Five Lesson Plans (use template provided- Times New Roman 12, single spaced), includes: Learner Statement; POS Outcome(s); Time-based sections of student and teacher activities (Introduction – Main/Body – Reflection/Close); Materials/Resources; Assessment (formative and summative); Differentiation strategies (3); and Accommodations, as needed (based on student profiles to be shared).
- **Assessment Plan:** Describe your plan for formative and summative feedback. Provide 1 formative assessment tool and 1 summative assessment rubric with grading criteria based on learner outcomes (critical).

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

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Individual unit plans will be assessed on the following criteria:

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

More details on these criteria will be provided in class and on D2L.

3. LEARNING TASK 3: Individual Active Learning Opportunities 20% – DUE: In class: September 4 and 25; October 2, 9, and 16.

Students will actively participate and engage with course material through collaboration and critical thinking to develop a deeper understanding of ways to enact theory in a practical classroom context. The format for these learning opportunities will be a timed, in-class presentation or peer review.

Presentations will summarize the weekly reading(s) and include information about:

- The topic of the article;
- A summary of the study;
- How the article relates to the topic(s) of the week;
- Practical ways fine arts teachers can implement theory when designing for student learning.

Presentation format:

- 7-10 minutes in length.
- Include an opportunity for peers to ask questions or contribute to a discussion.
- Every person in the group must participate.

Peer reviews will include:

- Formative feedback using a rubric (provided);
- Written feedback and comments to justify the assessment including what was notable and opportunities for improvement.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Active learning opportunities will take place in class and be assessed individually for completion, either complete or incomplete.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

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

LATE SUBMISSIONS

Late assignment submissions must be discussed with the instructor **before the due date**. Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

ISSUES WITH GROUP TASKS

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

GRADING

<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

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-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.