EDUC 309: Early Childhood Development
Winter 2026

Erin Spring

Section information (times, class location, instructor) can be found in your my.ucalgary.ca portal.
Your instructor will also confirm section information through your D2L course shell.
Please check these sites prior to the start of the course.

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

Class Dates: Mondays, Wednesdays, and Fridays, January 12 – April 14, 2026

Last Day to Add/Drop/Swap: 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 (please email and we will find a time that works for you ☺)

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION: An examination of the science of early childhood and early brain development that accounts for the physical, cognitive, emotional, and social development of young children from birth to age eight, and a consideration of the implications with respect to children's healthy development and effective educational practices in the early school years.

LEARNER OUTCOMES:

Students will be knowledgeable about:
1. The major theoretical perspectives and research strategies researchers employ in the scientific study of human development,
2. The major physical, cognitive, and socioemotional developments that occur across development from conception to the adolescent years,
3. The impact of developmental contexts such as family life, schooling, peer groups, and media upon children's development, and
   developmental issues.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face, with some engagement in an online environment. There is a D2L site for this course, which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca). The course will be delivered through a design-based and inquiry-focused approach. Participation is crucial to the knowledge building in this course. While there are, of course, readings, they don't "contain" the full knowledge of this course. Your learning will primarily be through applying concepts from the readings as you experience, collaborate, and discuss the large ideas presented.

Students will require access to a computing device that contains current software and hardware capable of running D2L, creating documents for learning tasks,

REQUIRED RESOURCES:
Levine, L. E., Munsch, J. (2022). *Child development: An active approach to learning (Fourth edition).* Los Angeles: CA: Sage Publications, Inc.

You may purchase/rent and download e-books from the following vendors: Apps available on Android and Apple devices. Kobo; BookShelf; Google Play; Amazon Kindle; RedShelf ; ebooks.com

Additional readings may be assigned and provided by the instructor.

Learning Tasks Overview:
The full assignment descriptions and assessment details will be discussed in class and posted to D2L. The descriptions in this syllabus should be treated as summaries or overviews, not the complete assignment requirements.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	**Weekly Reflection Tasks** *Knowing developmental Theories* Students will respond to the weekly questions or tasks, based on the readings, and class discussions. Includes Pre and Post course surveys.	Individual	20	Weekly plus surveys on Jan 14 and April 13
Learning Task #2 Part A Part B Part C	**Storytelling & Peer Review** *Understanding Developmental Impact* Translation Through 2 Short Stories Peer review Research Inquiry Proposal & Presentation	Individual Group Individual	20 20 20	Varied Varied April 13th
Learning Task #3	**Summary Handouts** *Communicating Developmental Theories*	Group	20	Sign-up by Jan 14 Varied Due Dates

WEEKLY COURSE SCHEDULE:

Please note that the schedule may change to meet the evolving needs and dynamics of the course participants.

Date	Topic	Readings and Tasks	Due Dates
Week 1 Jan 12-16	Introduction to Child Development & Discussion of Theory to Practice Issues and Themes in Child Development	Overview of Course Outline Tasks: LT1 Weekly Reflection Task - Pre-course Survey (in-class) Summary Handout (LT3) Group Sign-up Course Readings: Chapter 1	January 12 Jan 14 Jan 14 Jan 16
Week 2 Jan 19-23	Theories of Child Development	Course Readings: Chapter 2 Tasks: LT3 Summary Discussion/Handout LT1 Weekly Reflection Tasks	Jan 19 TBD Sunday Jan 25
Week 3 Jan 26-30	Nature Through Nurture	Course Reading: Chapter 4 Tasks: LT3 Summary Discussion/Handout LT 2 A/B Short Story 1 and Peer review LT1 Weekly Reflection Tasks	Jan 26 TBD Varies Sunday Feb 1
Week 4 Feb 2-6	Prenatal Development	Course Reading: Chapter 5 Tasks: LT3 Summary Discussion/Handout LT1 Weekly Reflection Tasks	Feb 2 TBD Sunday Feb 8
Week 5 Feb 9-13	Physical Development	Course Reading: Chapter 6 Tasks: LT3 Summary Discussion/Handout LT2 A/B Storytelling and Peer Review LT1 Weekly Reflection Tasks	Feb 9 TBD Feb 9-13 Sunday Feb 15
Week 6 Feb 16-20 (Family day Feb 16)	Term Break – No classes	Term Break – No classes	Term Break – No classes
Week 7 Feb 23-27	Cognitive Development	Course Readings: Chapter 7 Tasks: LT3 Summary Discussion/Handout LT1 Weekly Reflection Tasks	Feb 23 TBD Sunday Mar 1

Week 8 Mar 2-6	Intelligence and Academic Achievement	Course Reading: Chapter 8 Tasks: LT3 Summary Discussion/Handout LT1 Weekly Reflection Tasks	Mar 2 TBD Sunday Mar 8
Week 9 Mar 9-13	Language Development	Course Reading: Chapter 9 Tasks: LT3 Summary Discussion/Handout LT1 Weekly Reflection Task	Mar 9 TBD Sunday Mar 15
Week 10 Mar 16-20	Emotional Development	Course Reading: Chapter 10 Tasks: LT3 Summary Discussion/Handout LT1 Weekly Reflection Tasks	Mar 16 TBD Sunday Mar 22
Week 11 Mar 23-27	Identity Development	Course Reading: Chapter 11 Tasks: LT3 Summary Discussion/Handout LT 2 A/B Short Story 2 and Peer review LT1 Weekly Reflection Tasks	Mar 23 TBD Mar 23-29 Sunday Mar 29
Week 12 Mar 30-Apr 1	Social Development	Course Reading: Chapter 12 Tasks: LT3 Summary Discussion/Handout LT1 Weekly Reflection Tasks	Mar 30 TBD Sunday April 5
Week 13 Apr 6-10	Health, Well-Being & Resilience	Course Reading: Chapter 15 Tasks: LT3 Summary Discussion/Handout LT1 Weekly Reflection Tasks	Apr 6 TBD Sunday April 12
Week 14 Apr 13-17	Families, Activities, Media and the Natural World	Final Day of Semester April 14 Course Readings: Chapter 13 &14 Tasks: LT3 Summary Discussion/Handout Reflection Task – Post Class Survey LT 2C Inquiry Presentation Due	 April 13 April 13 April 13 April 13

Learning tasks and assessment
The course is structured around completing three Learning Tasks. The Learning Task descriptions and assessment details will be discussed in class. The instructor will facilitate ongoing work and support students as they engage in the Learning Tasks by providing timely, constructive feedback to further learning. Late assignments may result in penalties.

Students are responsible for all material produced by GAI as if they are the author (e.g., responsible for all matters related to copyright, academic misconduct, etc.). For further insights, the Taylor Institute has created

some guiding resources and principles: https://teaching-learning.ucalgary.ca/resources-educators/generative-ai-teaching-and-learning

If you have questions about a specific use of other GAI tools, please contact your instructor.

Please note that all assignments are expected to be the original work of the student and students may only use generative AI (GAI) tools for word processing functions, such as grammar and spell checking (e.g. Grammarly, CoPilot). It is not required to document the use of the above GAI for the purposes described. If you have questions about a specific use of other GAI tools, please contact your instructor.

LEARNING TASKS AND ASSESSMENT

There are three (3) required Learning Tasks for this course.

LEARNING TASK 1: Reflection Tasks – DUE: Weekly (Sundays)

The purpose of this assignment is for you to reflect on and engage in learning. These activities are designed to (1) provide the instructor with feedback to inform subsequent discussion emphasis and in-class activities, (2) provide iterative, practical, and metacognitive skill development and learning experiences that build toward the course learning outcomes. Specific details regarding quality, quantity and other expectations will be discussed in class. Students will complete and submit the activities to the instructor via Dropbox. All response entries are required to receive an A to A+ (in addition to meeting the other requisite criteria). Students are responsible for producing and submitting weekly reflection tasks to Dropbox. This learning task is intended *for learning*. Your grade on this task will be based on engagement with the material and completion.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

CRITERIA FOR ASSESSMENT WEEKLY REFLECTION TASKS	NO	SOME	MOST	YES	A+
Demonstrates effort and engagement with the course content, subjective experience, and theories of development. Engagement includes contextualizing course theories within personal, cultural, or professional experiences.	0	C+	B+	A	20 pts

LEARNING TASK 2 (3 PARTS): Conceptualizing, connecting, and communicating developmental theories through storytelling.

Part A – Translating Theory into Story - For this Learning Task, students will demonstrate their ability to recognize and apply major theoretical perspectives of human development, based on their own experience, through storytelling. This Learning task focuses on conceptualizing a developmental theory by constructing a story that relates concepts learned in the course to one's personal experiences. Specific details regarding quality, quantity and other expectations will be discussed in class and then posted to D2L.

Part B – **Peer Collaboration and Effective Writing.** For this component, students will collaborate with peers to review the stories from part A. Students will identify and share strengths and areas for improvement in their peers' writing/story (details will be posted in D2L).

Part C - **Developmental Area Inquiry Discussion.** For this Learning Task, students will demonstrate their ability to explore further a research topic related to theoretical perspectives and a current issue in Early Childhood Development by submitting a research proposal and accompanying a 10-minute Zoom-recorded exposition (details will be posted in D2L).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2A

CONCEPTUAL STORYTELLING	ACCOMPLISHED (9-10)	DEVELOPING (6-8)	BEGINNING (0-5)
TITLE:	Title is clear, concise and describes the context.	Title is clear, concise and somewhat describes the context.	Title is unclear or does not describe the context.
CONTEXT	The context is described clearly and concisely in about two or three sentences. The context establishes a sense of relevance and authenticity between the developmental theory and the author.	The context described is clear. However, it does not help to establish a sense of relevance and authenticity between the developmental theory and the author.	The context described is unclear and does not help establish any sense of relevance or authenticity between the developmental theory and the author.
THEORETICAL CONCEPT	Two theoretical concepts are identified and Bolded. The concepts must be directly related to material from the course and clearly applicable to the chosen context.	Lists only one relevant theoretical concept that is directly related to material from the course and clearly applicable to the chosen context. Theoretical concepts may not be bolded.	No theoretical concepts directly related to material from the course are identified.
PRIOR ASSUMPTION	Concisely outlines one or two prior assumptions. The assumptions make sense in terms of the personal context and learning journey described and in relation to the chosen theoretical concepts.	Outlines one or two prior assumptions, but it is somewhat difficult to link the assumptions to the personal context and learning journey described or in relation to the chosen theoretical concepts.	Outlines only one or no prior assumptions, or personal context in relation to the chosen theoretical concepts. Concepts may not be directly related to the course content.
SHIFT	Concisely conveys comparisons between prior understanding and new insights from developmental theories. In making such comparisons,	Comparisons are either not clearly stated or do not convey learning. Connection to developmental theories and course	Comparisons are not clearly stated or do not convey learning. Connection to developmental theories and

	each of the theoretical concepts listed is at the centre of outlining what was learnt. Linkages between learning and early childhood development are clearly conveyed through building on the chosen context.	content is not clearly evident or are not central to the learning conveyed.	course content is not evident or are not central to the learning conveyed.
INSIGHTS	Concisely reflects on what was learnt. Shows clear connections with the chosen context and the theoretical concepts. Reflections show an ability to extend peer feedback to the practical benefit(s) that emerge from the reflection are highlighted and linked to the initial concepts and personal context.	Connections with the chosen context and the theoretical concepts are unclear. Reflections show a limited ability to extend peer feedback to the practical benefit(s) that emerge from the reflection are highlighted and linked to the initial concepts and personal context.	Connections with the chosen context and the theoretical concepts are unclear or not stated. Reflections do not extend peer feedback to practical benefit(s) that emerged.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2B

PEER REVIEW	Accomplished (9-10)	DEVELOPING (6-8)	Beginning (0-5)
Meeting	The meeting transcript and meeting details of the meeting occurring are recorded.	Includes either the meeting transcript or meeting details, but not both	No meeting recorded or documented
Strength Identified	Specific, thoughtful strengths are clearly described.	Strengths are mentioned, but vague or unclear.	Strengths missing or very superficial feedback.
Areas for Improvement	Specific, constructive suggestions given for several possible areas (organization, clarity, tone, etc.).	Minimal suggestions; focuses only on obvious issues.	No meaningful areas for improvement were discussed.
Post Review Reflection	Thoughtfully describes what feedback was helpful, clearly identifies specific points discussed, and explains how it will guide revisions	Briefly acknowledges feedback but is vague or general about its usefulness.	Minimal or unclear response to the feedback; shows little reflection.

LEARNING TASK 2C: Developmental Area Inquiry Proposal – DUE: March 13th

For this component, you will present a research inquiry proposal and outline, including supporting scholarly literature based on a key question related to early childhood development. Specific details regarding quality, quantity and other expectations will be discussed in class and then posted to D2L.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2C

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
Quality and Meaningfulness of Inquiry Question			
Proposal Question and Importance	The proposal question is clearly stated, specific, and addresses a significant need or problem in early childhood development. The rationale for choosing the question is supported with personal interests in professional growth in this area. Considers and/or challenges common assumptions in this area. Direct links are made to how new knowledge in this area will support you in the future.	The proposal question is appropriate and clearly stated but is either too general or too narrow, leading to a multitude of sub-question or ruling out new possibilities. The supporting rationale is generally well written but not relevant to personal interest or professional growth. Weak links are made to how new knowledge in this area will support you in the future.	The proposal question is roughly sketched and in need of refinement. The supporting rationale is weakly developed and/or does not address personal interest or professional growth. Few or no links are made to how this question will support you in the future.
Overall Presentation			
Content Organization	Identification of the problem is: Presented in a logical format Clearly organized and easily followed Skillfully transitions between concepts	Identification of the problem is: Presented in an understandable format Organizationally adequate Transitions between concepts are simplistic	Identification of the problem is: Weak in formatting and organization Difficult to follow and understand Transitions between concepts are limited
Content Quality	Identification of the problem is: Exceptional Comprehensively answers the inquiry question Addresses multiple perspectives in answering the project question	Identification of the problem is: Appropriate Thoroughly answers the inquiry question Addresses only the dominant perspectives in answering the project question	Identification of the problem is: Lacking in clarity or development Superficially answers the inquiry question Does not adequately describe a perspective in answering the project question
Extension Questions	Extension questions beyond the scope of the proposal are identified and related to the project question. Extension questions are clearly stated, specific and not readily accessible in the literature.	Extension questions are mostly related to the proposal question and clearly stated but is either too general or easily answered in the literature.	Extension questions are not included, not related to the project question, or need of significant refinement.
Style			
Design Elements	The inquiry proposal employs engaging and clearly connected information. The proposal and presentation are error-free. The length of the is consistent with what was described in the learning task guidelines.	The inquiry proposal includes mainly relevant and strong information. The proposal or presentation has a few errors that detract from the overall quality. The length is noticeably different than described in the learning task guidelines.	The inquiry proposal includes some connected information but may not be complete or may hold examples that are not connected to the learning task. The proposal or presentation has distracting errors that significantly detract from the overall quality. The length is significantly different than described learning task guidelines.
References			

| Scholarly Approach | Attention is given to the choice of scholarly references in building a thorough understanding of the issues, challenges and opportunities presented by the inquiry question. All content is appropriately cited in APA 7. Minimum 6 scholarly references including the textbook. | Scholarly articles are referenced and used to support the findings/ suggestions but there is an over- reliance on non-academic sources. All content is appropriately cited in APA 7. | Scholarly articles are referenced without clear connections to the inquiry question. The project relies heavily on on-academic sources (e.g., blog posts, videos, etc.). Content is not cited. |

Learning Task #3

Summary Handout and Discussion – DUE DATE: Varies, see below

For this Learning Task, students will work in groups to demonstrate their ability to recognize and synthesize the major theoretical perspectives and research strategies researchers employ in the scientific study of human development. Each chapter in the textbook provides a comprehensive review of the core theories and research of areas in child development. In groups of 2-3, students will synthesize information from the chapters and create a condensed chapter summary handout to serve as a resource for their peers in the future. The handout should be a **maximum of 2 pages**, identify why this topic is important, and cover the key content of your selected chapter. Groups will present their summaries in class (15-20 minutes). The chapter presentations and handouts should support an engaging class discussion. Specific details regarding quality, quantity and other expectations will be discussed in class and then posted to D2L.

Students will sign up for one (1) topic/week each. (Sign-up process will be shared in class.)

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

	Accomplished (9-10)	Developing (6-8)	Beginning (0-5)
Description of Importance of Information Provides a rationale for why this information would be important in relation to ECE	Rationale is described well and makes connections to day-to-day practice.	Rationale is missing some elements about the importance and connections to day-to-day practice.	Rationale is superficial and not relevant to day-to-day practice.
Accuracy of Information Includes accurate information. Uses additional sources to supplement chapter material	All information is accurate and based on research. Several (3+) additional scholarly sources are cited and add to the chapter information.	Most information is accurate or based on research. Additional scholarly sources (1-2) are included but may not add to the chapter information.	Most information is inaccurate or debunked by research. No additional scholarly sources are included, or the sources restate information from the chapter.
Conveying Main Ideas and Supporting Details Information included is important for a teacher to	All main ideas are included and supported with only important details.	Most main ideas are included and supported with some important details.	The main ideas are missing, and too few important details are included.

understand in early child development			
Format and Visual Appeal Information is logically presented and flows. Handout includes sufficient 'white space' and is not visually overwhelming. Visuals are used to convey information. Grammar, mechanics, and references are appropriate. Handout is available for peers to follow along with.	Presentation of information flows logically. The handout is visually appealing. It uses colour and pictures appropriately to engage reader or describe concepts. Handout is within the page limit. Few, if any, errors in grammar, mechanics, and references. Handout is available for peers to follow along with.	Presentation of information is segmented and somewhat challenging to follow. The handout uses colour, pictures, or charts that do not add to the information. Handout is slightly over the page limit. Some errors in grammar, mechanics, and references. Handout is available for peers to follow along with.	Presentation of information is illogical and difficult to follow. The information in the handout is crowded and/or not visually appealing. The use of colour, pictures, and charts detract from the information. Handout is significantly over the page limit. Many errors in grammar, mechanics, and references. Handout is not available for peers to follow along with.
Class Discussion The presentation supported a meaningful and engaging discussion. Imagery, or games were used to engage the class in a meaningful discussion about the chapter. The discussion informed and challenged the knowledge of peers.	The presentation supported a meaningful and engaging discussion. Imagery, or games were used to engage the class in a meaningful discussion about the chapter. The discussion informed the knowledge of peers and was well articulated	The presentation somewhat supported a meaningful and engaging discussion. Imagery, or games were used to engage the class somewhat successfully in discussion. The presentation somewhat informed the knowledge of peers and was somewhat well articulated.	The presentation did not support a meaningful or engaging discussion of the chapter. Information was was not accurate, or did not challenge the knowledge of peers and was poorly articulated.

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 concerns 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 apart from 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, 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

All late submissions of assignments must be discussed with the instructor **prior to the due date. Assignments submitted after the due date without prior approval may be docked 10% per day late.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

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

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity

Generative AI: Please note that all assignments are expected to be the original work of the student and students are not to employ generative AI (for example, ChatGPT).

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/627ed88eb4b041b7a2e8155effac3501

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

Access and Privacy Office (Formerly) 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/legal-services/access-information-privacy

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of 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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

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

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.