

*Erin Spring***EDUC 314: Mindfulness and Wellbeing in Higher Education  
Spring 2026**

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, Bears paw, 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: May 4 to June 15, 2026 - Tuesday/Thursday, 1:00 – 3:45 pm

Last Day to Add/Drop/Swap: The last day to add/drop this course is **May 7, 2026**. The Spring term classes begin on May 4, 2026, and the last day to **withdraw** from a course is June 15, 2026.

Pre-requisite:

- If you are taking this course as part of the *Certificate in Mental Wellbeing and Resilience*, please speak with an advisor in that program (minimum pre-requisite is 18 credits at the 200 level). If you wish to enroll in this certificate, please speak with your program advisor.
- If you are taking this course as part of your *Bachelor of Education* degree, 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:**

Drawing on secular mindfulness programs, this course offers a skills-based approach to navigating stresses. Students will learn a variety of practices, and research that supports them, to cultivate holistic well-being.

**Extended Description:**

This course is designed to create a space of refuge, rest, community, and calm focus in an institution that often creates conditions for distraction, rushing, competition, and stress. The course is based on principles of **contemplative/slow pedagogy**, and on **principles of autonomy and self-determination** as paths to individual and community well-being. The meanings of these terms will be explored and experienced during this course.

The 8-week MBSR (Mindfulness-Based Stress Reduction) program will be embedded in this course experience. Your instructor is a certified and experienced instructor of the MBSR program. The course will also draw on related aspects of

the Mindful Self-Compassion program. Attending classes and making a personal and disciplined commitment to daily home practice and homework is essential to your learning and to completion of the course assignments. We will also be learning about the extensive research that supports the practices and skills learned in secular mindfulness programs.

\*To receive the MBSR Certificate of Completion

If you attend and participate in ALL the classes (absent by permission only), you will receive a Certificate of Completion for the MBSR program which you may use as a credential if you ever wish to seek mindfulness instructor training in any of the formal mindfulness programs (MBSR, MBCT, MSC etc.). Advanced training is often pursued by medical, psychology, and social work professionals. Evidence of completion of one of these programs as a participant is a required for application/admission to these and other formal mindfulness professional certification training programs.

\*This course is based on experiential, inquiry-based, in-person learning.

- This active and embodied mode of learning is both individual (your own experience) and collective (our shared, co-created experience).
- Commit. Please do your best to attend *every* class.
- Assignments are based on daily homework, experiences in class, as well as group work and whole class inquiry.
- Notify the instructor by email ASAP of absences so that we can decide how you can best learn what you have missed.
- Given the ongoing nature of the COVID-19 pandemic, absences due to illness or isolation are anticipated. Please stay home if you are feeling unwell or have any symptoms. Unpredictable absences due to illness will be addressed with flexibility and grace, depending on the needs of the student.

WHAT TO BRING AND WEAR

- 1) Your MBSR Home Practice Workbook to EVERY class
- 2) Wear comfortable clothing that enables you to participate in movement activities. All mobility abilities and concerns can be accommodated, and this will be discussed on the first day of class. If you have accessibility and participation concerns before the course begins (or during the course), please contact the instructor. This course is for everyone.
- 3) For ALL classes, be prepared for the possibility of learning **outdoors** for all or a portion of the class. Check the weather and bring what you require to be comfortable (something to sit on, hat, sunscreen, sunglasses, sweater/jacket, etc.).
- 4) Yoga mat

LEARNER OUTCOMES:

The learning outcomes for you/us in this course are:

- 1) Practice and learn secular-scientific mindfulness practices and skills that can support us in navigating both chronic and acute stresses of our everyday human lives.
- 2) Gain knowledge and skill in communicating about the high quality research that supports these practices.
- 3) Gain knowledge and skill in discerning ‘grift’, disinformation, and low quality research in wellness/wellbeing and mindfulness.
- 4) Develop and pursue your own learning outcomes related to the course themes.

Additional outcomes include:

- Practicing skills for inquiring into the nature of our own experiences.
- Learning about the contemplative sciences and the nature of the human mind/consciousness.
- Cultivating enhanced attention in the present moment to self and world.
- Inquiring into and learning about the critical social and ecological justice implications of this field of study and practice for both individuals and communities.
- Learning skills for enhanced concentration and choice-making in a world of distraction and overwhelm.

- Consciously cultivating compassion for self, others, and the more-than-human world.
- Practice building a learning community of friendship and care for one another.
- Practicing inquiring into and paying attention to our somatic (body/embodied) experiences.

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face on campus with possible engagement in a D2L environment. Please bring a computing device (tablet, computer, phone) that is internet enabled to every class.

### REQUIRED RESOURCES:

Mindfulness-Based Stress Reduction practice recordings (website or download app)

Access: <https://www.reconnect.on.ca/mbsr-meditations>

Toronto Centre for Mindfulness Studies (2017). *Mindfulness-Based Stress Reduction Home Practice Workbook*.

\*For purchase at Bound and Copied in MacEwan Student Centre. If the cost of this book is prohibitive for you, please speak with the instructor.

### OPTIONAL RECOMMENDED RESOURCES:

#### BOOK

Germer, C. (2009). *The mindful path to self-compassion*. Guilford Press.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=288478&site=ehost-live>

Neff, K., & Germer, C. (2018). *The mindful self-compassion workbook*. The Guildford Press.

[BookShelf](#) ; [RedShelf](#) ; [Amazon Kindle](#) ; [Google Play](#) ; [publisher](#)

Nhất Hạnh, T. (1987). *The miracle of mindfulness: An introduction to the practice of meditation*. Boston: Beacon Press.

[Google Play](#) ; [Amazon Kindle](#) ; [Kobo](#) ; [ebooks.com](#)

#### FILMS

We will watch parts together in class, but you may wish to view again or view the entire films on your own.

Dorrie, D. (2007). *How to cook your life* [film]. Samuel Goldwyn **Films**

[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/gftrd3/alma991028340726004336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/gftrd3/alma991028340726004336)  
<https://media3-criterionpic-com.ezproxy.lib.ucalgary.ca/htbin/wwform/006?t=MON1451>

Francis, M.J. & Pugh, M. (2018). *Walk with me* [film]. SpeakIt Productions Ltd. (in Leganto)

Goldsworthy, et al. (2004). *Rivers and tides: Andy Goldsworthy working with time*. Docurama: New Video Group.

[https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG\\_INST/19bpr9a/alma991017178319704336](https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/19bpr9a/alma991017178319704336)

### LEARNING PROJECTS OVERVIEW

NOTE: Due to the contemplative/slow pedagogical orientation of this course, and the focus on autonomy in your own learning, there are several learning paths available from which to choose. You may choose to complete the two mandatory projects for a final grade of B, with an additional *optional projects* for a final grade of A or A+.

#### Assessment Philosophy:

There will be a focus on learning to determine for ourselves and as a community when our work is *good*, and when we have *done enough*. Most of our learning experiences in k-12 and post-secondary are based on external criteria, rewards, and assessment (ie. capitalist reward system). While this is part of the cultural structure of our schooling and work lives, it is also a significant source of both positive and negative stress for many. There are other ways to learn and achieve that are supportive to human and ecological/planetary wellbeing. In this course you will be provided with constructive verbal and written feedback from the instructor, and you will also learn to practice forms of individual and collective assessment of your own learning, progress, and work. This approach enables us to inquiry into and examine our relationship to the forms of assessment we experience in post-secondary and the ways we respond to assessment as a potential stressor (and more importantly, the ways we can be aware of and choose to respond to it using the skills and practices we learn in this course).

LEARNING PROJECT	DESCRIPTION OF LEARNING PROJECT	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LP 1:  Mindfulness Based Stress Reduction and Self-Compassion program AND Learning Self-Reflection  <b>REQUIRED</b>	Part A: Participatory in-person inquiry-based learning, completing daily practice homework and workbook activities (in Mindful Self-Compassion Workbook and any additional worksheets provided on D2L to download). Bring these to <b>every class</b> as your participation, learning and our collective inquiry activities depend on them being complete.  Part B: Learning self-reflection essay based on work in Part A (or a non-essay format by proposal)	Individual	Completion of this assignment is mandatory for the final "B" grade and to pass the course.	Part A: Ongoing ( <b>each class period</b> )  <b>Part B: June 9</b>  *Note: if you wish to use a non-essay format, please let the instructor know your intentions by Nov 25th
LP 2:  Reading and Sharing Research in the Discipline  <b>REQUIRED</b>	This is an IN CLASS assignment. Attendance, commitment to your group, and participation are necessary for completion.  Part A: One page handout for class  Part B: Group teaching/Presentation	Group (4-6)	Completion of this assignment is mandatory for a final "B" grade and to pass the course	Part A: Due at least 2 days before your group presents unless your group is printing the handout yourselves  Part B: June 2 and 9 <sup>th</sup> (presentation dates will be determined by draw).

<p>LP 3: Inquiry Project  (<b>optional:</b> for A grade)</p>	<p>This project is based on principles of self-determination and autonomy. You may propose your own (small) project arising from and following your own interests and learning desires <i>within the themes of the course</i>.</p> <p>Options will be discussed in depth during the first several classes.</p>	<p>Individual or Group</p>	<p>Choosing and completing this project, in addition to the two mandatory assignments, will result in an A grade.</p>	<p>PROPOSAL due by or before <b>May 19th</b></p> <p>Project due by or before <b>June 11</b></p>
<p>LP 4: Book Review (and possible journal publication)  (<b>optional:</b> for A+ grade. Note: for A+ grade you must also complete LP 3)</p>	<p>Write a book review of a book about mindfulness or mindfulness/wellbeing aligned with the requirements of an academic journal of your choice.</p> <p>Instructor support will be provided. You are encouraged to consult with the research librarians for support in choosing a book and journal (to guide you with instructions).</p>	<p>Individual</p>	<p>Choosing and completing this project, in addition to LP3 and the two mandatory assignments, will result in an A+ grade.</p>	<p>Notify instructor by email by <b>May 7<sup>th</sup></b> if you (tentatively) intend to pursue this assignment.</p> <p>Notify instructor by <b>May 14<sup>th</sup></b> of your chosen book – for instructor approval.</p> <p><b>DUE: June 11</b></p>

**WEEKLY COURSE SCHEDULE:**
**CHANGES TO SCHEDULE:**

Please note that changes to the schedule WILL occur to meet the emerging needs and dynamics of the participants in the course. Given the integrated nature of this course, the MBSR program will be covered but sometimes modified AND a scholarly research activities are integrated into the remaining hours. It is likely that the course schedule will be adjusted to allow additional time for working on the group projects and for the final presentations.

- Changes to the schedule will be discussed in class, posted on D2L, and an email reminder sent.
- We may sometimes use the EDC 374 classroom instead of the Firmitas space in the Faith and Spirituality Centre, particularly for the sharing of group projects depending on the needs of the group. The Firmitas space maybe be better suited for some groups/topics and this will help us determine the presentation schedule.

Date	Topic	Readings and Homework	Due Dates
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<p>TUESDAY May 5</p>	<p>Introduction to the course and one another.</p>	<p>Bring (today and then to all Thursday mindfulness days):</p> <ul style="list-style-type: none"> <li>• Yoga mat (or something to lay on, towel, blanket etc.)</li> <li>• A warm sweater, wrap, blanket etc (sometimes people feel chilled during mindfulness practices)</li> <li>• The <u>required</u> MBSR workbook available at Bound and Copied</li> </ul>	
<p>THURSDAY May 7</p>	<p>Mindfulness skills, practice, and inquiry day:</p>	<ul style="list-style-type: none"> <li>• Yoga mat (or something to lay on, towel, blanket etc.)</li> <li>• A warm sweater, wrap, blanket etc (sometimes people feel chilled during mindfulness practices)</li> <li>• Device with MBSR materials available on D2L or materials printed out (and homework completed)</li> </ul>	<p>DUE: notify instructor by email if you (tentatively) intend to pursue LP4 and what your possible focus might be.</p>
<p>TUESDAY May 12</p>	<p>Research, group work, learning day</p>	<p>Discussion of and group activity with MBSR handouts provided for this week online.</p> <p>Film: <i>Walk with Me (excerpts)</i></p> <p>Introduction to Learning Project #2:</p> <ul style="list-style-type: none"> <li>• Group research and presentation assignment</li> <li>• Choosing groups</li> <li>• How to locate high quality research articles for this assignment.</li> </ul>	
<p>THURSDAY May 14</p>	<p>Mindfulness skills, practice, and inquiry day</p>	<p>Bring assigned and completed homework.</p>	<p>LP4 optional assignment – submit proposal form and attachments (see D2L for instructions)</p>
<p>TUESDAY May 19</p>	<p>Research, group work, learning day</p>	<p>Discuss MBSR handouts provided for this week online.</p> <p>Group work time including <u>consultation with instructor</u> on Learning Task #2.</p>	<p>Optional LP3: Proposals due on or before today, May 19</p>

THURSDAY May 21	Mindfulness skills, practice, and inquiry	Bring assigned and completed homework.	
TUESDAY May 26	Research, group work, learning day	Group work time including <i>consultation with instructor</i> on Learning Project #2.	
THURSDAY May 28	Mindfulness skills, practice, and inquiry	Bring assigned and completed homework.	
TUESDAY June 2	Research, group work, learning day	Learning Project #2: GROUP PRESENTATIONS	
THURSDAY June 4	Mindfulness skills, practice, and inquiry day	Bring assigned and completed homework.	
TUESDAY JUNE 9	Research, group work, learning day	Learning Project #2: GROUP PRESENTATIONS	Learning Project #1B due.
THURSDAY JUNE 11	Mindfulness skills, practice, and inquiry	Presentations of LT#3 for those who wish to share with class.  Bring assigned and completed homework.  Closing our time together in a good way.	Optional LP3: Due today or any day before this day if you <i>choose</i> to do this project. If you propose to present this project orally to the instructor, you must arrange to present it prior to this day.  Optional LP4: Submit to D2L

## LEARNING PROJECTS AND ASSESSMENT

### Regarding the use of Generative AI:

- In keeping with the learning goals of this course, it matters to learn to use Gen AI wisely and ethically. We will collaboratively discuss how learners might use Gen AI to support learning in this course.

- If Gen AI is used, this must be disclosed in writing and academically cited in the citation style used in your degree program (normally MLA or APA).
- NOTE: If Gen AI is used in assignments for ANY reason, it is **required** to complete and submit the Gen AI checklist/contract provided on D2L and discussed in class.

There are TWO *mandatory* projects that you must complete to pass the course (for a grade of B) and one or two additional optional projects (for a grade of A or A+).

Learning Project #1 and #2 are mandatory.

NOTE: Except for the MBSR homework and the optional inquiry projects, ALL learning and work take place IN CLASS including the group project. ***It is not possible to pass this course without attending and participating.***

## 1. LEARNING PROJECT #1: Individual project

### Part A: MBSR (Mindfulness-Based Stress Reduction program participation and homework)

**DUE:** ongoing in-class participation and daily homework log (bring completed home practice workbook to every class). Complete the short readings in the practice workbook prior to each session.

MBSR is a highly researched, formal *inquiry-based, in-person, experiential learning program* that involves commitment to daily homework/practice outside of class. This will take 45-60 minutes daily at least 5 days/week. This homework includes completion of mindfulness and contemplative practices and assigned workbook pages. Bring your workbook to each class so that we can draw on it in our collective learning inquiries. While you do not need to hand in the workbook homework to the instructor, we will use our responses in class during group inquiry. You will not be able to complete Part B of this project without completing the homework. Reminders will be emailed and posted on D2L of which practices/pages in the workbook to complete.

### Part B: Learning Self-Reflection Essay (*or other format*).

**Due June 9<sup>th</sup>**

Compose a 3-5 page (double spaced, 12pt font) self-reflection essay using the following questions to organize your thoughts:

- 1) What is an important new skill(s) that I learned (am learning) in this program?
- 2) What evidence do I have that I have learned (am learning) this skill(s)?
- 3) How might I use and continue to practice this skill(s) to support my well-being in my academic program and in my everyday life?

\*As we work through the program and discuss this assignment, we may add additional questions for reflection.

\*If you wish to use another expressive mode to create or communicate this assignment, please let the instructor know by Thursday, May 28<sup>th</sup>. Additionally, there IS an opportunity to combine this assignment with the individual inquiry assignment. The processes and criteria for doing this will be discussed in class or in individual meetings with the instructor.

\* Referencing style: In Werklund School of Education we conventionally use APA referencing. B.Ed. students are encouraged to use APA; however, all students may use the conventional style of referencing used in your own discipline/faculty/program.

Criteria for Assessment of Learning Project #1 Part B will be discussed and designed collaboratively by our learning community with a focus also on skillful discernment and confidence in what is “good” work and how we know that for ourselves.

## 2. LEARNING PROJECT # 2: In Class GROUP project (5-6 students)

### READING AND SHARING RESEARCH IN THE DISCIPLINE (MINDFULNESS & CONTEMPLATIVE STUDIES)

#### NOTE:

A significant portion of this project will be completed during class with instructor guidance/support, however, some minor parts of it may have to be completed outside of class either in person or collaborating with your group virtually. This requires commitment to your group and to learning from and with other groups. It is not possible to pass this course without participating in this assignment **in class**. \*Please communicate unforeseen absences for illness or emergency to the instructor and your group in writing.

#### Part A: Handout for presentation

DUE: at least 2 days prior to your group’s presentation date IF you wish the instructor to print copies for the class. Otherwise, it is your responsibility to bring sufficient copies to class.

#### Part B: Group presentation/teaching (June 2 and 9<sup>th</sup>)

Each group will choose ONE research article or chapter focused on the themes of the course, following your group’s interest. Instruction will be given on how to find credible scholarly articles in our library database (keywords, which journals to choose, etc.). The scholarship can be qualitative, quantitative, mixed-methods, or philosophical in orientation.

Prepare a one-page handout summarizing your article and its research findings and implications. You may wish to prepare additional worksheets for notetaking or activities. The style of the handout is up to the group in alignment with your topic BUT minimally must include:

- 1) Group members’ names
- 2) Title and citation of the research
- 3) Summary and key points/questions to consider

Prepare a 12 to 15 minute presentation in which you engage our learning community in your learning from the research and its connections to our course topics. You can choose how to summarize the research for us and how to best engage us in the research focus of inquiry/research, methods, and findings. Aim to engage the class in experiential learning rather than passive listening to a presentation. Formats for presentation will be discussed during our group work periods and will depend on and align with each group’s chosen article and style.

### CRITERIA FOR ASSESSMENT OF LEARNING PROJECT #2

Criteria for Assessment of Learning Project #2 Parts A and B will be discussed and designed collaboratively by our learning community.

Our focus will be on navigating the skills and requirements of preparing and sharing/communicating a professional research-focused group presentation in post-secondary education and beyond. It is common and normal for some students to experience collaborative/group work and oral presentations as stressful or anxiety-provoking in a variety of ways, while others find this mode of learning and sharing learning to be how they work best.

The main purpose of this assignment is to work together through this process on learning skills to better cope with these stressors and ways to communicate effectively with group members to elevate the success and well-being of

all group members as well as the success of the project/presentation. The emphasis in this assignment is on caring for ourselves, our group members, our classroom learning community, and the topic in study. The presentation/teaching is simply another kind of practice at gaining skills. We are not aiming for perfection or a shiny product, rather at creating a safe (as possible), enjoyable, inquiry-oriented space to learn from and with one another.

In this project we are committing to learn from and with one another, including from other groups. It matters to commit to attending and participating in each group's presentation/teaching.

### 3. OPTIONAL LEARNING PROJECT # 3: Individual OR Group (for a course grade of A)

INQUIRY PROJECT (WITH PROPOSAL APPROVED BY INSTRUCTOR)

Proposal due May 19<sup>th</sup> or before.

Project due June 11<sup>th</sup> or before.

Note: if you wish to present your project orally to the instructor, this must be scheduled for a time during the week prior to the deadline.

Ideas for this optional learning project will be discussed and brainstormed in class. For this project you may individually or in a group design your own inquiry or challenge experience following your own interest in the practices, skills, themes, and topics of the course and in a mode that aligns with your own best way of learning/expressing yourself or in a way that challenges how you normally engage in your learning.

A form for brief proposals will be provided. Proposals will include the inquiry idea/topic/challenge, the steps you will take to pursue your learning, the project style (i.e., writing, arts, oral presentation to instructor, etc.), and assessment criteria (how you know your project is complete and is *good* work). Final project will include a self-assessment component followed by instructor feedback.

### 4. OPTIONAL LEARNING PROJECT # 4: Individual (for a course grade of A+)

**Academic Book Review** (you can try to submit and publish if you wish).

\*If you wish to try to submit to an academic journal and publish a review, instructor support will be provided.

\*The use of Gen AI for any part of this project is not allowed.

STEPS:

- a) May 7<sup>th</sup> – notify instructor by email if you think you want to do this project (tentative – you can change your mind). Explain what research topic you want to focus on (ie. mindfulness and children, mindfulness and neuroscience, mindfulness and climate change, etc.).
- b) Search for books on this topic AND search for journals that publish on this topic. Locate the instructions/requirements for book reviews (format, word length etc). If you wish, make an appointment with the instructor to discuss possible books that might interest you. Your book review format should align with the chosen journal's instructions (whether you want to submit or not).
- c) May 14<sup>th</sup> – submit book review proposal form (see D2L) and include a copy of the journal instructions.
- d) Read your book! Write your review.
- e) Meet with instructor (by appt) any time during your writing process.
- f) June 11<sup>th</sup> – submit book review and include a copy of the journal instructions

\*If you wish to submit this book review to a journal for publication, there may be additional steps. Examples of these include contacting the editor prior to writing the review to check if the book you have chosen is appropriate,

or to check if they are receiving reviews. Instructor support will be provided in this process, including some beyond the end of the course, should you require it.

### 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 an inquiry-based, experiential learning course where learning happens both individually AND in community from one another, the course is 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, you matter. Your contribution is vital and highly valued. It is expected that you will not be absent from class except for personal or family illness, unforeseen emergencies, or for religious requirements. Please notify the instructor by email if you will be missing a class.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves collaborating with fellow students to create, to share ideas, and to learn together and from one another. Learning the skills of inquiry into our own lives, into our places and institutions and cultures, and into our individual and collective human lives is an ***essential ethical skill for mature and compassionate humans***. These are skills we will practice together in class.

### EXPECTATIONS FOR WRITING

Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. **Sources cited must be properly documented**. You may use the citation style conventional to your discipline. If you need help with your writing, you may use the writing support services in the Learning Commons.

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:

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

### 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. Instructors can add penalties for late assignments here.

<https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

### ISSUES WITH GROUP TASKS

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

**GRADING:** <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

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

### Academic Misconduct

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

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

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

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

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

### Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations> .

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

### Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

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

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

### **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

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope or submit/return assignments as electronic files attached to private e-mail messages.

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

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

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

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