UNIVERSITY OF
CALGARY

UNDERGRADUATE PROGRAMS IN EDUCATION

EDUC 445 L03: 22025
Winter, 2026[1]

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.

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: January 12, 2026 – March 13, 2026

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.

Synchronous Seminars:

Each week a synchronous session will be held for up to 1.5 hours. Although these sessions will be recorded, attendance is mandatory. Individual or small group synchronous sessions may be scheduled as needed.

COURSE DESCRIPTION:

Over the past 20 years, research has delved into the psychology and science behind teaching and learning. The effect of this burgeoning field of research, collectively and synergistically engaged across multiple disciplines, has been an ever-deepening, transformative understanding of knowing and learning in terms of embodied cognition and human consciousness. We are now able to consider the profound implications of these understandings for teaching.

This course entails a detailed consideration of contemporary understandings of the nature of individual learning and what this means for practices such as differentiated instruction and inclusive education. Teachers are expected to support a range of students in their classrooms. Hence, approaches to adapting and enhancing classroom contexts for students with diverse needs will be addressed. Accordingly, the course addresses three areas of focus. Focus A will introduce cognitive theories related to teaching and learning. Focus B considers

student behaviors and how they may impact learning in the classroom. Focus C addresses students' and teachers' affect and how it affects their behaviors and cognition within a classroom.

LEARNER OUTCOMES:

By the end of the course, students will be able to:

- Apply theoretical knowledge of cognitive, behavioral, and affective perspectives to inclusive education and differentiated instruction.
- Critically reflect on the theories and applications related to how students' affect and behaviors and teacher practices shape learning, motivation, and achievement.
- Apply principles of Universal Design of Learning and Inclusive Education to create learning environments that meet the needs of diverse learners.
- Develop Individual Program Plans (IPPs) that address specific learner needs and follow effective IPP standards and processes, in collaboration with the student learning teams, while recognizing the role of instructional design in meeting the needs of all learners.

COURSE DESIGN AND DELIVERY:

This course will primarily occur through a face-to-face plenary and laboratory sessions on campus. Desire2Learn (D2L) will be used to post class resources, including links to readings and resources, submission of assignments, and as a site for ongoing dialogue. To access the course in D2L, you are required to enter your IT username and password. An active University of Calgary email address is also required/expected.

Every week you participate in lectures and lab activities which focus on moving from theory to practice. Lectures will consider theory, and labs will focus on inquiry and problem-based learning. In addition to these weekly tasks, you will engage with current evidence-based research on teaching and learning, explore instructional design for inclusive learning and consider the complexity of the individual learner. Together, these activities are intended to deepen your understanding of how to engage diverse students in meaningful learning. The learning tasks focus on the professional competencies of teacher as a researcher, teacher as an instructional designer of learning, and teacher as a reflective practitioner.

This course incorporates formative assessment through instructor and peer feedback. An initial draft is needed for two learning tasks so students can receive feedback before their final submission.

REQUIRED RESOURCES:

Alberta Education (2023). *Teaching quality standards*. https://open.alberta.ca/publications/teaching-quality-standard

Alberta Teachers' Association (2021). *Inclusive education in Alberta classrooms and schools*. https://teachers.ab.ca/sites/default/files/2024-09/pd-170-1b_inclusive_ed_in_ab_schools_-_research_report-web.pdf

Council for Inclusive Education (2016). *BOATS: Behavior, observation, assessment, teaching, strategies (3rd ed.)*. The Alberta Teachers' Association. https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.pdf

Geake, J. (2008). Neuromythologies in education. *Educational Research, 50*(2), 123-133. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00131880802082518

Hargreaves, E. (2013). Inquiring into children's experiences of teacher feedback: reconceptualising Assessment for Learning. *Oxford Review of Education*, *39*(2), 229–246. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03054985.2013.787922

LUNA Child and Youth Advocacy Centre. *Being trauma aware* [e-learning program]. https://trauma.respectgroupinc.com/

Marshik, T. (2015). *Learning styles & the importance of critical self-reflection*. [Video] https://www.youtube.com/watch?v=855Now8h5Rs

Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4603679

Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4832579

Murphy, S. (2019). *Fostering mindfulness: Building skills that students need to manage their attention, emotions, and behavior in classrooms and beyond (1st ed.)*. Pembroke Publishers Limited. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991028259739604336

Sousa, D. A. (2011). Mind, brain, and education: The impact of educational neuroscience on the science of teaching. *Learning Landscapes, 5*(1), 37-43. https://www.learninglandscapes.ca/index.php/learnland/article/view/Commentary-Mind-Brain-and-Education-The-Impact-of-Educational-Neuroscience-on-the-Science-of-Teaching/529

Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research, 78*(1), 153–189. https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_unpaywall_primary_10_3102_0034654307313795

Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking Students' Emotions and Academic Achievement: When and Why Emotions Matter. *Child Development Perspectives, 6*(2), 129–135. https://srcd-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1750-8606.2011.00192.x

Your Alberta. (2019, February 28). *Inclusive education video series: Differentiated instruction* [Video]. YouTube. https://youtu.be/BxZfvQiE6TY

ADDITIONAL RESOURCES:

Adiguzel, O. C., Potvin, P., Sarrasin, J. B., Vanhoolandt, C., Corfdir, A., Japashov, N., Mansurova, A., Tsai, C.-C., Wu, C.-L., Elmas, R., Atik-Kara, D., Kucukkayhan, S., Zaid, A.-K., Kouchou, I., Voulgari, A., Sy, O., Sakho, I., Ng, S. B., Charland, P., & Létourneau, A. (2025). Belief in neuromyths among primary school teachers: A cross-national study of 11 countries. *Trends in Neuroscience and Education*, *40*, Article 100264. https://doi-org.ezproxy.lib.ucalgary.ca/10.1016/j.tine.2025.100264

Bresnahan, C., Peterson, E. G., & Hattan, C. (2024). Why educators endorse a neuromyth: relationships among educational priorities, beliefs about learning styles, and instructional decisions. *Frontiers in Psychology*, *15*, 1407518. https://doi.org/10.3389/fpsyg.2024.1407518

Abou Assali, M., & Al Abdouli, K. (2024). Unleashing the power of Teacher's Well-being and Selfcare. *Research Journal in Advanced Humanities, 5*(1), 262-273. https://doi.org/10.58256/3nrd9d62

Alberta Education (2008). *Supporting positive behavior in Alberta schools: An intensive individualized approach*. Alberta Education. Retrieved from https://open.alberta.ca/publications/9780778564232

Alberta Education (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Alberta Education. https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf

Alberta Education and Childcare (2025) Special education coding criteria, 2025/26: Early childhood services to Grade 12; mild/moderate, gifted and talented, and severe. Government of Alberta. https://open.alberta.ca/publications/2368-3627

Alberta Learning (2025). Alberta K–12 English as an additional language proficiency benchmarks (benchmarks 2.0). https://curriculum.learnalberta.ca/cdn/resources/m/documents/eslapb/EAL_Benchmarks_2_0.pdf

Alberta Learning (2002). *Unlocking potential: Key components of programming for students with learning disabilities*. Alberta Learning. https://open.alberta.ca/dataset/081131cd-a18b-4ae2-900d-447818c5ca5a/resource/1f26966f-a649-4af3-94dd-2ba68dd09cb6/download/unlocking-potential-programming-for-students-learning-disabilities-2002.pdf

Boonstra, K. E. (2021). Constructing "behavior problems": Race, disability, and everyday discipline practices in the figured world of kindergarten. *Anthropology & Education Quarterly*, *52*(4), 373–390. https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/aeq.12374

Canadian Psychological Association (2002). *Enhancing the experience of children and youth in today's schools: The role of psychology in Canadian schools*. Canadian Psychological Association. http://www.cpa.ca/cpasite/UserFiles/Documents/publications/school_1.pdf

Connor, D. J. (2007). Jarrel: "We see things differently, we learn things differently." In *Urban narratives: Portraits in progress—Life at the intersections of learning disability, race, & social class* (pp. 105–133). Peter Lang Publishing. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=39555401&site=ehost-live

Learning Tasks Overview

Learning Task	Description of Learning Task	Group /Individual	Weight	Due Date
LT#1 Critical Reflection Memos and Personal Reflections	There will be three memos for this task in which you will critically engage with the plenaries, readings, and key course topics. In addition to the memos, you are required to post brief reflections related to the plenary sessions. Please follow instructions in each plenary section for these reflections. Through the memos and reflections, you will: Critically reflect on the theories and applications related to how students' affect and behaviors and teacher practices shape learning, motivation, and achievement.	Individual	45%	Memos: January 16 January 23 February 13 Reflections: Ongoing
LT#2 Implementing Universal Design for Learning (UDL)	This task consists of an explanation (per group) of how you will implement the principles of UDL in a learning activity to support the learning needs of all students in the class. Through this explanation, you will: • Apply theoretical knowledge of cognitive, behavioral, and affective perspectives to inclusive education and differentiated instruction. • Apply principles of UDL and Inclusive Education to create learning environments that meet the needs of diverse learners. This task involves submitting an early draft for feedback.	Group	25%	Draft: February 2 Final submission: February 9

Learning Task	Description of Learning Task	Group /Individual	Weight	Due Date
LT#3 Individualized Program Plan (IPP)	In a group of 4 to 5 people, you will create an Individualized Program Plan (IPP) using one of the provided student cases and templates. Through this explanation, you will: • Apply theoretical knowledge of cognitive, behavioral, and affective perspectives to inclusive education and differentiated instruction. • Develop an IPP that address specific learner needs and follow effective standards and processes, in collaboration with the student learning teams, while recognizing the role of instructional design in meeting the needs of all learners. This task involves submitting an early draft for feedback and peer feedback as an individual component.	Group Individual for Peer- Feedback	25% 5%	Draft: March 2 Peer feedback: March 6 Final submission: March 13

Learning tasks, including draft and final submissions, will be marked by the **Lab Instructor** for Learning Tasks 2 and 3. A **Teacher Assistant** will support marking Learning Task 1. Assessment will follow the grading rubrics and criteria outlined in this course.

The final grade will be calculated as the sum of each learning task's grade. Submission of all assignments is required for a passing grade.

WEEKLY COURSE SCHEDULE:

Week	Topic & Guiding Question	Readings	Lab Exploration/ Assignments/Notes
Week 1 Jan 12-16	What is inclusive education and what is required to create inclusive learning environments in communities of compassion and care?	• Moore (2016): One without the other, Part 1 (Chapters 1-4) • Your Alberta (2019): Inclusive education video series: Differentiated instruction • Alberta Teachers' Association (2021): Inclusive Education in Alberta Classrooms and Schools	Lab: What does inclusion mean to me? Critical Reflection 1 due (Jan. 16).

Week	Topic & Guiding Question	Readings	Lab Exploration/ Assignments/Notes
		• Alberta Education (2023): Teaching quality standards.	
Week 2 Jan 19-23	What do we know about learning and the brain?	• Geake (2008): Neuromythologies in Education • Sousa (2011): Mind, Brain, and Education • Meyer et al. (2014): Universal Design for Learning: Theory and Practice, Chapters 3 (pp. 49-82) • Marshik, T. (2015): Learning styles & the importance of critical self-reflection.	Lab: Reflecting on the implications of neuromyths. Critical Reflection 2 due (Jan. 23)
Week 3 Jan 26-30	How do we design instruction to support the needs of all learners?	• Meyer et al. (2014): Universal Design for Learning: Theory and Practice, Chapters 4-6 (pp. 83-156).	Lab: Discussing class profiles and selecting lesson plans. Outlining the UDL explanation. Draft of the UDL Explanation due by first lab of the following week (Feb. 2)

Week 4 Feb. 2-6	How do emotions impact brain development and the learning process?
	
	How to support students' social and emotional well-being in the classroom?
		• Valiente et al. (2012): Students' emotions and academic achievement
		• Council for Inclusive Education (2016): BOATS
		  o Introduction (pp. 3-19)
		  o Behaviour (pp. 20-28)
		• Alberta Education (2008): Supporting Positive Behaviour in Alberta Schools - A Classroom Approach
		  o Introduction (pp. 1-3)
			Lab: Discussing and completing the UDL Explanation
			
			UDL Explanation due by the first lab of the following week (Feb. 9).

Week	Topic & Guiding Question	Readings	Lab Exploration/ Assignments/Notes
Week 5 Feb. 9-13	What is formative feedback, and how could it be incorporated into teaching practices?	• Shute (2008): Focus on formative feedback • Hargreaves (2013): Students' experiences with teachers' feedback	Lab: How does formative feedback help address students' needs (individually and as a group)? Critical Reflection 3 due (Feb 13).
Week 6 Feb. 16-20	Break		

Week 7
Feb. 23-27
	What is the role of psychoeducational reports? How are they utilized and how can they guide us in inclusive instructional design?	• Alberta Education (2004): Standards for Special Education
		• Alberta Education (2006): IPP
		  o Chapter 1 - Working Through the IPP Process
		  o Chapter 7 – Making Goals Meaningful, and Manageable
		• Five Moore Minutes (2018): Inclusion 2.0: Teaching to Diversity
		• [Recommended] Alberta Learning (2025): Alberta K–12 English as an additional language proficiency benchmarks
		• [Recommended] Alberta Education and Childcare (2025): Special education coding criteria, 2025/26
			Lab: Reviewing and selecting the case for the IPP assignment.
			
			Identify relevant information in the IPP cases.
			
			Drafting the IPP focused on one goal (for feedback)

Week 8 Mar. 2-6	How do long-term goals, strategies and resources	• Alberta Education (2006): IPP o Chapter 8 - Planning for Transitions	Lab: Provide and facilitate feedback. IPP draft (March 2)

Week	Topic & Guiding Question	Readings	Lab Exploration/ Assignments/Notes
	support individual learning needs?	o Chapter 2 - Encouraging Parent Involvement • Council for Inclusive Education (2016): BOATS o Teaching (pp. 49-59)	& IPP peer feedback due (March 6)

Week 9
Mar. 9-13
	What is our current state of student mental health? How can mindful pedagogy support the development of safe and caring classrooms?	• LUNA Child and Youth Advocacy Centre - Being Trauma Aware (5-module course with certificate of completion for teaching portfolio – Optional; available on LUNA website).
		
		Required readings:
		• Murphy (2019): Fostering Mindfulness:
		  o Chapter 1: Why Mindfulness Matters in the Classroom? (pp. 1-6)
		  o Chapter 2: Getting Started (pp. 7-31).
			Lab: Reflecting on how we can incorporate mindfulness strategies to the IPPs.
			
			Finalize the IPP documents based on the feedback received.
			
			Finalized IPP due (March 13).

CHANGES TO SCHEDULE:

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

The use of generative AI (GAI) is permitted in this course. Please add a note to every assignment involving the use of AI explaining how it was used. Students may use GAI tools for idea generation, concept clarification, initial exploration on a project, narrowing scope, outlining, finding initial sources and gathering/formatting references, getting feedback on draft and details, and creating titles or headings.

There are three required Learning Tasks for this course.

1. **LEARNING TASK 1: CRITICAL REFLECTION MEMOS AND PERSONAL REFLECTIONS - DUE: MEMO #1 DUE ON JANUARY 16 (13%)**

MEMO #2 DUE ON JANUARY 23 (13%)
MEMO #3 DUE ON FEBRUARY 13 (13%)
PERSONAL REFLECTIONS (6%)

This task involves two components.

The *Critical Reflection Memos* are to be completed individually and are designed to help you critically engage with the plenaries, readings, and key course topics. You will submit each memo (around 300 words plus references) via a D2L Discussion Forum. Each memo will be based on a specific prompt, which will be presented and discussed during the lab sessions. Prompts will invite you to connect course ideas to your own teaching contexts, experiences, or research interests. These reflective tasks are not summaries; rather, they are opportunities to synthesize ideas, build conceptual understanding, and develop your professional perspective.

In each memo, you are expected to:

- Critically reflect upon and build knowledge by synthesizing ideas from across multiple sources (summarizing course content is insufficient),
- Consider and integrate your perspectives and relevant experiences, and
- Demonstrate understanding by going beyond course content (e.g., lectures, readings) and by articulating personal insights and (potential) implications for your teaching practice.

Personal Reflections are brief (up to 150 words or equivalent length in audio or video) individual posts related to the lecture content. The instructions for these reflections will be provided in the lecture videos. While these posts are less formal and shorter than the memos, their role is essential for formative assessment. On the one hand, the posts will serve as records of your own learning process (assessment as learning). On the other hand, the posts will inform the lecture content (assessment for learning).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Each Critical Reflection Memo is worth 13% of the final mark. A more detailed set of evaluation criteria will be provided for each memo, tailored to the specific **topic and prompt**. However, across all memos, evaluation will consistently address the following:

- Depth of critical engagement and synthesis of ideas;
- Clarity and organization of writing;
- Integration of personal insights with course content; and
- Evidence of reflective and analytical thinking.

Personal Reflections will be assessed by completion and will be 6% of the final mark. That is, as long as you post all your reflections addressing the specific question or prompt of the week, you will have a full mark.

2. **LEARNING TASK 2: IMPLEMENTING UNIVERSAL DESIGN FOR LEARNING**
   DRAFT FOR FEEDBACK DUE ON MONDAY, FEBRUARY 2
   FINAL SUBMISSION DUE ON MONDAY, FEBRUARY 9

Working in groups of 2-3, you will select a class profile and write a short paper explaining how you will implement the principles of Universal Design for Learning (UDL) in a learning activity to support the learning needs of all students in the class. The activity can be a learning task, a lesson or a project. You must think at a class-wide level to explain how your chosen learning activity can leverage UDL to proactively support the learning of a range of students with diverse learning needs. Keep in mind that UDL is not a collection of individual supports/strategies in a shared space, but a holistic, student-centred approach to foster life-long learning.

This task has two components:

1. Draft for feedback: You will submit an early draft of the explanation for feedback. The draft should include your ideas for the implementation of UDL. Please include a description or plan of the activity.
2. Final submission: Submit the explanation with the description or plan of the activity.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

The components of the task will be assessed as follows:

- The draft will be assessed upon completion (5% worth of the final grade). That is, your team will have a full mark just by submitting the draft.
- The final submission is worth 20% of the final grade. The provided class profiles are based on authentic classrooms found in Alberta schools. They include typically achieving students, students with Individualized Program Plans, students with Learner Support Plans, English language learners, high achieving students, and students with other identified needs, all of which you will need to consider in the lesson planning process. Please refer to the detailed instructions and rubric for this task posted on D2L.

3. **LEARNING TASK 3: INDIVIDUALIZED PROGRAM PLAN**
   DRAFT FOR FEEDBACK DUE ON MONDAY, MARCH 2 (5%)
   PEER FEEDBACK DUE ON FRIDAY, MARCH 6 (5%)
   FINAL SUBMISSION DUE ON FRIDAY, MARCH 13 (20%)

In a group of 4 to 5 people, you will create an Individualized Program Plan (IPP) using one of the provided student cases and templates. Working in small groups, you will select one of the student cases and develop a comprehensive IPP that aligns with Alberta Education standards to support the student's needs.

This task has three components:

1. Draft for feedback: You will submit an early draft of the IPP for feedback. The draft should focus on ONE goal of the IPP and should address all the components related to such a goal.
2. Peer-feedback: Individually, you will provide feedback to another group.
3. Final submission: Submit the complete IPP.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

The components of the task will be assessed as follows:

- The draft will be assessed upon completion (5% worth of the final grade). That is, your team will have a full mark just by submitting the draft.
- Peer feedback, worth 5% of the final grade, should provide suggestions for improvement. A rubric will be provided in class for assessing peer feedback.
- The final submission is worth 20% of the final grade. Please refer to the detailed instructions and rubric for this task posted on D2L

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 that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- **Engagement in Class Discussion and Inquiry**

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

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:
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.** Assignments submitted after the deadline will receive a 10% penalty, unless prior arrangements have been made with the instructors. 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.

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.

UNIVERSITY OF CALGARY

WERKLUND SCHOOL OF EDUCATION
UNDERGRADUATE PROGRAMS IN EDUCATION

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

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.