

EDUC 450: DIVERSITY IN LEARNING  
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:**

- Start of Classes: January 12, 2026
- End of Classes: March 13, 2026
- Term Break: February 15-21, 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 (UPE) 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:**

Includes key topics in diversity education from a critical social justice perspective. This course aims to foster equitable, diverse, and inclusive learning environments that are accessible to all and free from discrimination. Students will consider the multiple and contested ways in which diversity in learning has been conceived, implemented, and evaluated in schools.

**EXTENDED COURSE DESCRIPTION:**

Diversity in Learning places an emphasis on creating equitable and inclusive classrooms for all students. A critical approach to social justice refers to specific theoretical perspectives that regard most societies as stratified in significant and influential ways related to social groupings such as race, class, gender, sexual orientation, and ability (among others). Critical social justice theorists recognize inequity as deeply embedded within social structures and actively seek to rectify this injustice. Course readings are informed by this perspective and focus on exploring power and privilege in educational

contexts. Critical perspectives on diversity in learning often reveal multiple forms of inequity that influence access to, treatment in, and outcomes of schooling. Schools alone did not create inequity and teachers alone cannot be expected to solve them. Teaching is often regarded as a political and moral enterprise, and teachers' daily actions do matter in building a more just and caring society that is respectful of Equity, Diversity, and Inclusion (EDI) principles.

UCalgary's Office of Equity, Diversity and Inclusion defines **equity** as: "a principle, condition, process, and outcome rooted in human rights and the inviolability of human dignity. It is integral to the legal principle of justice, and the ethical principle and practice of fairness." It goes on to state that **diversity** is "a characteristic of nature and human society" and describes representational diversity as "an outcome of proactive measures to correct systemic disadvantage, and to create equitable opportunity structures and pathways for a critical mass of those who are historically disadvantaged and under-represented." According to UCalgary's Office of EDI, **inclusion** encompasses "norms, practices, and intentional actions to promote participation, engagement, empowerment, and a sense of belonging for members of historically underrepresented and disadvantaged groups in all aspects of life." Strong teacher training programs provide intentional opportunities for pre-service teachers to learn about EDI in educational contexts and prepare them for the diversity of the 21<sup>st</sup> century classroom. In this course, we are particularly interested in how EDI can be respected in schools and how our roles support the learning of all students in our classrooms.

#### LEARNER OUTCOMES:

Students will be knowledgeable about:

1. Recognize the various ways inclusion, exclusion, and discrimination manifest in school settings;
2. Identify the contexts of social inequities in Canada and beyond;
3. Listen to new information with intellectual humility and criticality;
4. Identify key concepts in social justice education and be able to define them;
5. Revise judgments and change behaviour in light of new evidence;
6. Evaluate the implications of action/inaction, privilege, and various forms of oppression;
7. Demonstrate sensitivity toward individual and cultural differences; and
8. Formulate strategies for incorporating a respect for equity, diversity, and inclusion into teacher praxis.

#### COURSE DESIGN AND DELIVERY:

EDUC 450 Diversity in Learning will be delivered **in person** (Sections 1-10) and online (**Sections 20, 30, 31, 32**). There will be support through a D2L environment. This course follows a common course outline delivered using teaching methods and styles unique to each instructor. The commonality of the course outline does not guarantee uniformity across sections.

#### REQUIRED READING:

Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education* (2nd ed.). Teachers College Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4988008>

\*E-book Central license permits only two simultaneous online users; per day, a user may print to PDF up to 87 pages

E-book available from the following vendors:

[Amazon Kindle](#); [Apple](#); [BookShelf](#); [Google Play Books](#); [Kobo](#)

#### ADDITIONAL RESOURCES:

Banks, J. A. (Ed.). (2012). *Encyclopedia of diversity in education*. Sage. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=996661>

Callaghan, T. D. (2018). *Homophobia in the hallways: Heterosexism and transphobia in Canadian Catholic schools*. University of Toronto Press. <https://www-degruyter-com.ezproxy.lib.ucalgary.ca/toronto/view/title/542366>

Dei, G. J. S., Goldin-Rosenberg, D., & Hall, B. L. (Eds.). (2000). *Indigenous knowledges in global contexts: Multiple readings of our worlds*. University of Toronto Press. <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1893437/indigenous-knowledges-in-global-contexts/2643549/>  
Ebook - no limit on number of online users.

Egbo, B. (2018). *Teaching for diversity in Canadian schools* (2nd ed.). Pearson Canada.

[https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/13e4ecq/01UCALG\\_ALMA21689343920004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/13e4ecq/01UCALG_ALMA21689343920004336)

Gorski, P. C., & Pothini, S. G. (2018). *Case studies on diversity and social justice education*. Taylor and Francis. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781351142526/case-studies-diversity-social-justice-education-paul-gorski-seema-pothini>

Lund, D. E., & Carr, P. R. (Eds.). (2015). *Revisiting the great white north? Rethinking whiteness, privilege, and identity in education* (2nd ed.). Sense. <https://brill-com.ezproxy.lib.ucalgary.ca/view/title/60668>

Naqvi, R. (Ed.). (2015). *Living together: Muslims in a changing world*. <http://www.living-together.ca>

\*Optional weekly readings chart, included below

#### LEARNING TASKS OVERVIEW

LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: Presentation Facilitation Engagement Learner Outcomes: 1,2,4,6,7,8	Group*	20%	Throughout the term
LT2: Diversity & Social Justice Lesson Plan	Individual or Group*	30%	February 27

Learner Outcomes: 1,5,6,7,8			
LT3: Action for Social Justice Learner Outcomes: 1,2,3,5,6,7,8	Individual	50%	<b>Part 1</b> due by February 9 <b>Part 2</b> due by March 9

\*Please note, for group assignments, you will be assessed as a group. If there are any concerns around group work, please consult with your instructor, who will discuss a reasonable plan forward based on the specificity of the context. Further grading details are included in the Learning Task Rubrics.

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.

### WEEKLY COURSE SCHEDULE:

Date	Topic(s)	Readings and Tasks
<b>Week 1</b>	Introduction to course concepts and approaches	Sensoy and DiAngelo (2017) <ul style="list-style-type: none"> <li>Chapter 1: How to engage constructively in courses that take a critical social justice approach (pp. 1-22)</li> </ul>
<b>Week 2</b>	School, society, and culture: Critical perspective	Sensoy and DiAngelo (2017) <ul style="list-style-type: none"> <li>Chapter 2: Critical thinking and critical theory (pp. 23-34)</li> <li>Chapter 3: Culture and socialization (pp. 35-49)</li> </ul>
<b>Week 3</b>	Prejudice and discrimination	Sensoy and DiAngelo (2017) <ul style="list-style-type: none"> <li>Chapter 4: Prejudice &amp; discrimination (pp. 50-59)</li> </ul> <p><b>AND</b></p> <p>Guo, Y. (2023). Critical pedagogy in teacher education: Disrupting teacher candidates' deficit thinking of immigrant students with origins in the global south. In A. A. Abdi (Ed.), <i>Social justice education in Canada: Select perspectives</i> (pp. 131-146). Canadian Scholars.  <a href="https://canadianscholars.ca/book/social-justice-education-in-canada/">https://canadianscholars.ca/book/social-justice-education-in-canada/</a></p> <p><i>This reading is shared on D2L course shell.</i></p>
<b>Week 4</b>	Power, oppression, ableism, and teaching	Sensoy and DiAngelo (2017) <ul style="list-style-type: none"> <li>Chapter 5: Oppression and power (pp. 60-79)</li> <li>Chapter 6: Understanding privilege through ableism (pp. 80-101)</li> </ul>

Date	Topic(s)	Readings and Tasks
Week 5	Institutionalized sexism and welcoming gender diversity in schools	Sensoy and DiAngelo (2017) <ul style="list-style-type: none"> <li>Chapter 7: Understanding the invisibility of oppression through sexism (pp. 102-118)</li> </ul> <b>AND</b> Airton, L. (2019, May 17). The gender-friendly classroom: Practical advice for teachers on welcoming gender diversity everyday. <i>Education Canada</i> , 59(2). <a href="https://www.edcan.ca/articles/gender-friendly-classroom">https://www.edcan.ca/articles/gender-friendly-classroom</a> <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=136518135&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=136518135&amp;site=ehost-live</a> <b>AND</b> Callaghan, T. D., & Anderson, J. L. (2022, December 21). Experiences of gender and sexual minority students and teachers in Catholic schools. In J. Lampert, & G. W. Noblit (Eds.), <i>Oxford research encyclopedia of education</i> . Oxford University Press. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/acrefore/9780190264093.013.1833">https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/acrefore/9780190264093.013.1833</a>
<b>February 17-21 – Term Break, No Classes</b>		
Week 6	Racism and anti-racism: Implications for school	Sensoy and DiAngelo (2017) <ul style="list-style-type: none"> <li>Chapter 8: Understanding the structural nature of oppression through racism (pp. 119-129)</li> <li>Chapter 9: Understanding the global organization of racism through White supremacy (pp. 141-153)</li> </ul> <b>AND</b> Bhopal, K. (2020). Confronting White privilege: the importance of intersectionality in the sociology of education. <i>British Journal of Sociology of Education</i> , 41(6), 807-816. <a href="https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01425692.2020.1755224">https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01425692.2020.1755224</a>
Week 7	Intersectionality and ideological assumptions	Readings: <b>TBA</b> Please check your instructor for the readings for Week 7. Readings <b>may</b> include the following: Sensoy and DiAngelo (2017) <ul style="list-style-type: none"> <li>Chapter 10: Understanding intersectionality through classism (pp. 154-184)</li> <li>Chapter 11: "Yeah, but..." common rebuttals (pp. 185-198)</li> </ul>

Date	Topic(s)	Readings and Tasks
		<p><b>AND</b></p> <p>Gorski, P. (2019). Avoiding racial equity detours. <i>Educational Leadership</i>, April, 56-61.  <a href="http://www.edchange.org/publications/Avoiding-Racial-Equity-Detours-Gorski.pdf">http://www.edchange.org/publications/Avoiding-Racial-Equity-Detours-Gorski.pdf</a>  <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=136167825&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=136167825&amp;site=ehost-live</a></p> <p><b>OR</b></p> <p>Bajwa, J. K., Abai, M., Kidd, S., Couto, S., Akbari-Dibavar, A., &amp; McKenzie, K. (2018). Examining the intersection of race, gender, class, and age on post-secondary education and career trajectories of refugees. <i>Refuge</i>, 34(2), 113-123.</p>
<b>Week 8</b>	Creating space for social change	<p>Readings: <b>TBA</b></p> <p>Please check your instructor for the readings for Week 8. Readings <b>may</b> include the following chapter:</p> <p>Sensoy and DiAngelo (2017)</p> <ul style="list-style-type: none"> <li>Chapter 12: Putting it all together (pp. 199-217)</li> </ul>

### 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 and in response to student questions and conversations. The descriptions of the learning tasks, weekly schedule of readings, and activities, provide a guideline, and specific interpretations of each assignment, readings, rubrics, or any modifications will be discussed in class by each instructor. Each instructor will specify reading schedules for your section.

### OPTIONAL WEEKLY READINGS:

Date	Topic(s)	Optional Readings
<p><b>Note:</b> Some of the following readings may be used depending on the pedagogical design of each instructor. Please follow your instructor's additional guidance.</p>		
<b>Week 1</b>	Introduction to course concepts and approaches	<p>Boler, M., &amp; Zembylas, M. (2003). Discomforting truths: The emotional terrain of understanding difference. In P. P. Trifonas (Ed.), <i>Pedagogies of difference: Rethinking education for social change</i> (pp. 110-136). Routledge-Falmer.  <a href="http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-">http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-</a></p>

Date	Topic(s)	Optional Readings
		<p><a href="https://www.taylorfrancis.com/ebooks/reader.action?ppg=116&amp;docID=182000&amp;tm=1544153491951">ebooks/reader.action?ppg=116&amp;docID=182000&amp;tm=1544153491951</a></p> <p>OR</p> <p><a href="https://www.taylorfrancis.com/ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203465547-9/discomforting-truths-emotional-terrain-understanding-difference-megan-boler-michalinos-zembylas">https://www.taylorfrancis.com/ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203465547-9/discomforting-truths-emotional-terrain-understanding-difference-megan-boler-michalinos-zembylas</a></p> <p>online UCalgary – click the link and sign in.</p>
Week 2	School, society, and culture: Critical perspective	<p>Desroches, S. J. (2016). Pedagogy of attention: Subverting the strong language of intention in social justice education. <i>Philosophical Inquiry in Education</i>, 24(1), 53-63. Retrieved May 12, 2023, from <a href="https://journals.sfu.ca/pie/index.php/pie/article/view/433/560">https://journals.sfu.ca/pie/index.php/pie/article/view/433/560</a></p> <p>Kelly, D. (2012). Teaching for social justice: Translating an anti-oppression approach into practice. <i>Our Schools / Our Selves</i>, 21(2), 135-154. <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=86208456&amp;site=eehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=86208456&amp;site=eehost-live</a></p> <p>Niblett, B. (2017). Facilitating activist education: Social and environmental justice in classroom practice to promote achievement, equity, and well-being. PDF in D2L. <a href="https://www.onted.ca/monographs/what-works">https://www.onted.ca/monographs/what-works</a></p>
Week 3	Prejudice and discrimination	<p>Leonard, J., Brooks, W., Barnes-Johnson, J., &amp; Berry III, R. Q., (2010). The nuances and complexities of teaching mathematics for cultural relevance and social justice. <i>Journal of Teacher Education</i>, 61(3), 261-270. <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1177/0022487109359927">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1177/0022487109359927</a></p> <p>McCoy, M., Elliott-Groves, E., Sabzalian, L., &amp; Bang, M. (2020). Restoring Indigenous systems of relationality. <i>Humans Nature Blog</i>. <a href="https://www.humansandnature.org/restoring-indigenous-systems-of-relationality">https://www.humansandnature.org/restoring-indigenous-systems-of-relationality</a></p> <p>Mensah, F. M. (2013). Theoretically and practically speaking, what is needed in diversity and equity in science teaching and learning? <i>Theory into Practice</i>, 52, 66-72. <a href="https://doi.org.ezproxy.lib.ucalgary.ca/10.1080/00405841.2013.743781">https://doi.org.ezproxy.lib.ucalgary.ca/10.1080/00405841.2013.743781</a></p>

Date	Topic(s)	Optional Readings
		<p>Sleeter, C. (2017). <i>Designing lessons and lesson sequences with a focus on ethnic studies or culturally responsive curriculum</i>. Teaching Works, University of Michigan School of Education. <a href="https://live-teachingworks.pantheonsite.io/wp-content/uploads/TeachingWorks_Sleeter.pdf">https://live-teachingworks.pantheonsite.io/wp-content/uploads/TeachingWorks_Sleeter.pdf</a></p>
Week 4	Power, oppression, ableism, and teaching	<p>Campbel, F. A. K. (2008). Exploring internalized ableism using critical race theory. <i>Disability &amp; Society</i>, 23(2), 151-165. <a href="https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09687590701841190">https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09687590701841190</a></p> <p>Clare, E. (2017, March 2). Grappling with cure. Lecture given at the University of California, Berkley School of Health. <a href="https://www.youtube.com/watch?v=wO_Gr-n6aq8">https://www.youtube.com/watch?v=wO_Gr-n6aq8</a></p> <p>Daling-Hammond, L. (2017). Teaching for social justice: Resources, relationships, and anti-racist practice. <i>Multicultural Perspectives</i>, 19(3), 133-138. <a href="http://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/15210960.2017.1335039">http://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/15210960.2017.1335039</a></p> <p>Samuels, D. R., Ferber, A. L., &amp; O'Reilly Herrera, A. (2003). Introducing the concepts of oppression and privilege into the classroom. <i>Race, Gender &amp; Class</i>, 10(4), 5–21. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41675098">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41675098</a></p>
Week 5	Institutionalized sexism and welcoming gender diversity in schools	<p>Gilbert, J. (2018, November 29). Responding to sexual violence in schools: What can educators learn? <i>The Conversation</i>. <a href="http://theconversation.com/responding-to-sexual-violence-in-schools-what-can-educators-learn-107769">http://theconversation.com/responding-to-sexual-violence-in-schools-what-can-educators-learn-107769</a></p> <p>OR</p> <p><a href="https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/wire-feeds/responding-sexual-violence-schools-what-can/docview/2140641923/se-2?accountid=9838">https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/wire-feeds/responding-sexual-violence-schools-what-can/docview/2140641923/se-2?accountid=9838</a></p> <p>Raby, R., &amp; Pomerantz, S. (2015). Playing it down/playing it up: Girls' strategic negotiations of academic success. <i>British Journal of Sociology of Education</i>, 36(4), 507-525. <a href="https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01425692.2013.836056">https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01425692.2013.836056</a></p>

Date	Topic(s)	Optional Readings
		Smith, M. J., & Payne, E. (2016). Binaries and biology: Conversations with elementary education professionals after professional development on supporting transgender students. <i>The Educational Forum</i> , 80(1), 34-47. <a href="https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131725.2015.1102367">https://www-tandfonline.com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00131725.2015.1102367</a>
Week 6	Racism and anti-racism: Implications for school	Indigenous Action. (2014, May 2). <i>Accomplices not allies: Abolishing the ally industrial complex – An Indigenous perspective</i> . Indigenous Action. <a href="http://www.indigenousaction.org/wp-content/uploads/Accomplices-Not-Allies-print.pdf">http://www.indigenousaction.org/wp-content/uploads/Accomplices-Not-Allies-print.pdf</a>  Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? <i>The International Journal of Qualitative Studies in Education</i> , 11(1), 7-24. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/095183998236863">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/095183998236863</a>
Week 7	Intersectionality and ideological assumptions	Adichie, C. N. (2019). <i>The danger of a single story</i> [Video]. TEDGlobal. <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/no-comments">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/no-comments</a>  Crenshaw, K. (2016). <i>The urgency of intersectionality</i> [Video]. TEDWomen. <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en">https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en</a>  Sadiq, G. (2024). <i>To be young, woman, muslim, &amp; black [blog]</i> . Platform. <a href="https://theplatform.ca/to-be-young-woman-muslim-black-by-ganiyat-sadiq/">https://theplatform.ca/to-be-young-woman-muslim-black-by-ganiyat-sadiq/</a>
Week 8	Creating space for social change	Battiste, M. (2020, May 22). <i>Lunchtime decolonization</i> [Video]. YouTube, Think Indigenous – Online Indigenous Education K-8. <a href="https://www.youtube.com/watch?v=fsXaRj7N38c">https://www.youtube.com/watch?v=fsXaRj7N38c</a>  <b>OR</b>  Listuguj Mi'gmaq Government. (2017, June 14). <i>Decolonizing education Marie Battiste</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=AHmbbhACgd4">https://www.youtube.com/watch?v=AHmbbhACgd4</a>

Date	Topic(s)	Optional Readings
		PBS Wisconsin Education. (2020, June 30). <i>Building culturally relevant schools post-pandemic with Dr. Gloria Ladson-Billings</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=Rr2monteBbo&amp;t=814s">https://www.youtube.com/watch?v=Rr2monteBbo&amp;t=814s</a>

\*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 outlined regarding concern about student performance in the program.

## LEARNING TASKS AND ASSESSMENT

<b>LT1 Presentation</b>	<b>Due:</b> Throughout the Term	<b>20% of Final Grade</b>
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Working in small groups, you will prepare a presentation (time length as indicated by your instructor). There are two options for the material you will present on, which will be determined in dialogue with your course instructor and classmates.

### Option A: Animating key concepts / topics from the course texts.

For this option, your focus will be on pedagogically expanding the collective and individual understandings of key concepts/topics from the readings assigned for the day you present. Your goal is to present the ideas in a meaningful way, attending to definitions of the key ideas, illustrations or examples, and relevant insights. Overall, you want to engage the class with the underlying assumption that they have read and understood the material. Your role is less on summarizing, and more on teaching and delivering concepts/topics through creative and critical approaches. Put on your teacher hats!

\* Please check the course outline (look specifically at the titles of the various texts) for topics, as well as the possible schedule for presentations.

### Option B: Pedagogical approaches and strategies for teaching diversity and social justice.

For this option, your group will seek out information on contemporary approaches to supporting diversity and facilitating social justice lessons in education. Your goal in the presentation, is to introduce the class to a strategy they might consider using during Field placements and into future teaching-and-learning spaces. Drawing from the readings in class, your presentation should show the possibilities and limitations your approach offers to diversity and social justice education. For Option B, you will also want to put on your teacher hats and move beyond simply summarizing what the approach is about. For example, you might find a way to involve the class to experience the approach or strategy (or a part of it) to allow them to reflect on its usefulness to them.

#### \*Sample Topics for Option B:

(You can speak to your instructor for resources and key texts to help you start this research)

- Culturally Relevant Pedagogy
- Culturally Responsive Pedagogy
- Critical Pedagogy
- Trauma-Informed Practices
- Drama Pedagogy
- (Massive Multiplayer) Role-Playing Games
- Funds of Knowledge
- Arts-Informed Practices
- Restorative Pedagogies (e.g., Watchel)
- Storytelling/narrative
- Universal Design for Learning
- Student Voice/Student Leadership
- Community Connections
- Anti-racism/anti-oppression pedagogies

**For both options:** In addition to your group presentation, please be prepared to share your group's presentation materials (e.g., PowerPoint, video, etc.) or prepare a 1–2-page handout with visuals, key points, and resources for further information for the class.

**Group Facilitation:** Your group will also oversee facilitating discussion for the week that your groups' topic is taken up. Your role is to move beyond a summary of the readings and to help the class deepen their understanding of the constructs being discussed and provide additional points for consideration, resources, and deeper reflections.

**Note:** Your presentation will be evaluated based on its quality, including a range of criteria listed in the rubric below.

Also note, for group assignments, you will be assessed as a group. If there are any concerns around group work, please consult with your instructor, who will discuss a reasonable plan forward based on the specificity of the context.

## CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria LT1	Exemplary A (range)	Proficient B (range)	Emerging C (range)	Undeveloped D and below
<b>DEPTH OF UNDERSTANDING AND CRITICAL REFLECTION</b>	Well-developed depth of understanding of the concept shown through strong connections between theory and practice.	Strong connections between theory and practice.	Sufficient connections made between theory and practice.	Minimal connections made between theory and practice.
<b>PRESENTATION</b>	<p>The presentation was creative and aesthetically appealing, had a polished delivery, and provided an excellent illumination of the concept/topic.</p> <p>Individual and group voices were strongly represented.</p> <p>Images/audio/text strongly illustrated a concept/topic, and/or added rich meaning to the work.</p> <p>Provided clear, practical, easy-to-follow resources for participants.</p>	<p>The presentation was appealing, effectively delivered, and provided a detailed overview of the concept/topic.</p> <p>Individual and group voices were represented.</p> <p>Images/audio/text illustrated a concept/topic, and/or enhanced the work.</p>	<p>The presentation satisfactorily met the required standard and presented a neutral perspective.</p> <p>Individual and group voices were indistinct.</p> <p>Images/audio/text were used to support a concept/topic and enhance the work.</p>	<p>The presentation did not meet the required standard.</p> <p>Individual and group voices are poorly represented.</p> <p>Little or no attempt to use images/audio/text to enhance the work.</p>
<b>ENGAGEMENT</b>	An active role was played to put forward different ideas to create a dynamic and rich environment for ideas to evolve into new and more refined forms.	An active role was played to put forward different ideas to create a dynamic learning environment.	Participation in brainstorming different ideas independent of the conversation on the discussion board or did not put forward any new ideas.	Participation did not contribute to the online learning community.

Your task is to design a lesson plan of 2-3 pages based on critical concepts from the readings/texts/classroom discussions in the course AND a written “notes to the teacher” section. Students are encouraged to use the LT2 Lesson Plan Template provided via D2L by your instructor. You can complete this assignment individually or in small groups (3-4 students).

**Lesson Plan:** Your lesson plan should begin with a particular context in mind. This is more than simply a subject and grade level, but also includes considerations such as: the diversity of learning needs amongst your students, or context such as race, class, linguistic diversity, diversity in gender expression, sexual orientation, diversity in gender expression, sexual orientation, ableism, religious beliefs, etc. Remembering that Sensoy and DiAngelo (2017) encourages teachers to assume their students are diverse in many ways.

Then, to help you structure your lesson plan, you might want to **consider some of the following questions:**

- What knowledges, experiences, cultures, and voices are often valued in your subject area or context?;
- What knowledges, experiences, cultures, identities, and voices are silenced or most often left out?
- Whose voices do you want to centre on in this context?

As part of this assignment, you are asked to consider what **tacit assumptions** underpin the discipline/subject area for the lesson plan, including:

- In this subject area or in your chosen context, whose voices are often dominant?
- As in, what is considered “normal” in this discipline or in this context?

**Notes to Teacher:** In addition to a detailed lesson, you are asked to write a 1-2 page “notes to the teacher” section wherein you share your learnings about the discipline as well as any recommendations for pedagogical approaches and resources for another teacher to consider. In this section, it is important that you are able to demonstrate a solid understanding of critical social justice concepts/ideas/principles and critical reflection on tacit assumption in lesson design.

\*Please note, in total you will submit 3-5 pages (2-3 for the lesson plan itself and an additional 1-2 for the “notes to the teacher”)

Your assignment will be evaluated on the quality of the lesson plan designed, including the wide range of criteria all of which can be found in the rubric, listed below. The lesson plan should demonstrate your depth of critical understanding of the readings’ main concepts, as well as how your discipline/subject area is addressed. Your lesson plan should attend to definitions of key ideas, theoretical perspectives, social messages, and conditioning forces. The framework for your lesson plan can be based upon models available at the Werklund School of Education’s Doucette Library

(<https://library.ucalgary.ca/c.php?g=255367&p=1703325>) or any acceptable models or exemplars you have found.

A critical understanding of the nuanced diverse needs of the students in question, through literature and practical experiences, should inform the design of your completed lesson plan. Lesson plans typically include elements such as: rationale, or the “hook” or anticipatory set; a description of readings or activities; questions that will be asked of the students; an approximate timeline for the elements; a way of assessing student learning; and your reflections on the lesson. Although not required, students are encouraged to deliver their lesson plan during their next Field Experience, as appropriate.

### Resources for LT2

- Alberta Education. (n.d.). *Programs of study*. <https://www.alberta.ca/programs-of-study.aspx>
- Alberta Government. (n.d.). *Alberta Education authorized learning resources database*. <http://www.learnalberta.ca/alrdb.aspx>
- Black Lives Matter at School. (n.d.). *Lesson plans*. <https://www.blacklivesmatteratschool.com/curriculum.html>
- Learn Alberta. (n.d.). *Sample lesson plans*. <https://www.learnalberta.ca/content/fnmilp/index.html>
- Learning for Justice. (n.d.). *Classroom resources*. <https://www.learningforjustice.org/>
- Living Together: Muslims in a Changing World. (n.d.). <http://www.living-together.ca/index.shtml>
- UNESCO Digital Library. (n.d.). International day against homophobia/transphobia (Idaho): Lesson plan. <https://unesdoc.unesco.org/ark:/48223/pf0000228634>

## CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

LT2	Exemplary (A+/A)	Accomplished (A-/B+)	Developing (B/B-)	Beginning (C+ /lower)
<p><b>OBJECTIVES OF THE LESSON</b></p> <p>Curricular Outcomes:</p> <ul style="list-style-type: none"> <li>• link to <i>Program of Studies</i> (PoS);</li> <li>• link to concepts from course texts and themes;</li> <li>• link to effective teaching/UDL; etc.</li> </ul>	<p>Appropriate links to PoS for chosen grade/subject; clear understanding of curricular outcomes as expressed in POS; lesson plan that provides an exemplary critical understanding of core concepts from the course texts; and nuanced knowledge of the specific group targeted.</p>	<p>Some links to PoS for chosen grade/subject are clear and appropriate; some PoS curricular outcomes are represented in lesson plan; a proficient critical understanding of core concepts from the texts; and knowledge of the specific group targeted.</p>	<p>Links to PoS for chosen grade/subject are not clear or appropriate; curricular outcomes present but not clearly articulated; an emerging understanding of core concepts from the texts; and emerging knowledge of the specific group targeted.</p>	<p>Few if any links are provided between PoS and lesson elements; curricular outcomes not present; misunderstanding of core concepts from the texts, and knowledge of the specific group targeted.</p>
<p><b>INSTRUCTIONAL DELIVERY</b></p> <ul style="list-style-type: none"> <li>• plan demonstrates disciplinary knowledge, engagement, student-centeredness, organization, integration across lesson sections and instructional materials.</li> </ul>	<p>Plan well informed by disciplinary knowledge; lesson highly engaging and student centered; lesson is clearly student-centered; easy to envision how the lesson will unfold (within the given instructional time); all important elements are included; can be used effectively in a classroom setting.</p> <p>Lesson design is highly effective for encouraging deep understanding of content objectives by students.</p>	<p>Good evidence of carryover of disciplinary knowledge to lesson plan; lesson is somewhat engaging and mostly student-centered; lesson plan is mostly clear and has a logical flow; most important elements are included; can be used effectively in classroom a setting.</p> <p>Lesson design provides good opportunities to encourage deep understanding by students.</p>	<p>Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is somewhat student-centered but needs to be strengthened; lesson plan flow is hard to follow; several important elements of a good lesson plan are missing; can be used, in part, in a classroom setting.</p> <p>Lesson design shows awareness of the importance of encouraging deep understanding by students but is not effective in achieving that understanding.</p>	<p>Little evidence that disciplinary knowledge informed creation of plan; lesson is teacher-centered; lesson plan is missing important elements and does not flow well (hard for the reader to imagine how the lesson would unfold); lesson plan requires restructuring to be used effectively in a classroom setting.</p> <p>Absence of evidence of attempt to encourage deep understanding by students.</p>

## CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

LT2	Exemplary (A+/A)	Accomplished (A-/B+)	Developing (B/B-)	Beginning (C+ /lower)
<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• integrated formative assessments</li> <li>• statement of how assessment will improve practice</li> </ul>	<p>Appropriate assessments are clearly integrated into the lesson (and clearly link to learning outcomes); clearly communicates to students how tasks are arranged in developmentally appropriate manners.</p> <p>Uses a variety of effective formative assessments to inform instructional decisions and to improve practice; strong statement of how assessment will improve practice.</p>	<p>Good effort to integrate appropriate and effective assessments; shows some variety in choices for formative assessment – most are effective; clear statement of how assessments will improve practice.</p> <p>Uses a few formative assessments to inform instructional decisions and to improve practice; statement of how assessment will improve practice.</p>	<p>Some attempt was made to include appropriate assessment opportunities; shows lack of understanding of what constitutes effective assessment; no communication to students of how to situate their work.</p> <p>Formative assessment options are limited and/or not particularly effective; does not address how assessment will lead to improved practice.</p>	<p>Assessment lacking; no understanding shown of importance of appropriate and effective assessment; clear lack of direction for students.</p> <p>Unclear vision of how to include assessment; discussion of importance of assessment or how it can be used to improve practice needs to be strengthened/ revised.</p>
<p><b>CRITICAL SOCIAL JUSTICE ANALYSIS/RATIONALE</b></p> <ul style="list-style-type: none"> <li>• depth of analysis reflected in Notes to the Teacher;</li> <li>• critical analysis and connections to the course readings;</li> <li>• writing quality.</li> </ul>	<p>Rationale/<b>Notes to the Teacher</b> section displays a deep understanding of critical social justice/analysis and critical reflection on tacit assumptions in lesson design.</p> <p>Clear links between course materials, as well as evidence of relevant research beyond the course readings – linking to the content of the lesson plan.</p>	<p>Rationale/<b>Notes to the Teacher</b> section displays some understanding of critical social justice/analysis and critical reflection on tacit assumption in lesson design.</p> <p>Clear links to course materials linking to the content of the lesson plan.</p> <p>This section is clearly written and includes some concepts</p>	<p>Rationale/<b>Notes to the Teacher</b> section has minimal connections between concepts of critical social justice/analysis and limited understanding of the role of planning in lesson design.</p> <p>Some links between course readings and the content of the lesson.</p>	<p>Rationale/<b>Notes to the Teacher</b> section shows little understanding of the role of planning in lesson design and is lacking in analysis/connections to course materials.</p>

## CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

LT2	Exemplary (A+/A)	Accomplished (A-/B+)	Developing (B/B-)	Beginning (C+ /lower)
	<p>This section is clearly written and synthesizes concepts from the course alongside pedagogical decisions.</p> <p>Annotations display a competent understanding, if not analysis, of the role of critical social justice planning in lesson design.</p>	<p>from the course alongside pedagogical decisions.</p> <p>Annotations display some understanding of the role of planning in lesson design but lack analysis.</p>	<p>The annotations/notes to the teacher are unclear.</p>	<p>The annotations/notes to the teacher section are unclearly written and contain many errors.</p>
<b>FORMATTING/STYLE</b>	Follows APA7 formatting guidelines for a student paper.	Follows APA7 formatting guidelines for a student paper with few errors.	Follows APA7 formatting guidelines with many errors.	APA7 guidelines for formatting not followed.

Part 1 – Plan	Due:	February 9
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Part 2 – Reflection	Due:	March 9
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**PART 1: PLAN** is part of the larger Action for Social Justice Assignment (and therefore this part alone will not be marked yet required for completion of Learning Task 3).

For the Action for Social Justice assignment to be impactful and personally meaningful to you, careful and intentional planning is essential. As you can see from the description of the assignment on the next pages, the potential for profound learning and understanding is reliant on your ability to interrogate your own identity and areas/communities/concepts that you would like to learn more about toward your action for social justice. This requires some personal reflection on your part. Ask yourself: “What are some areas that I could develop to enact social justice in education?” Only you will know the answer to this question, but it could be something having to do with race, sexuality, gender, religion, class, or ableism (or other topics of this course). Please do not feel as though you must wait for the date your topic will be covered in class – read carefully through the weekly course schedule and feel free to read ahead to determine a topic that will be most significant for you.

Once you have selected a topic, write a one-page, double-spaced, 12-point font Times New Roman plan that addresses the following questions:

#### Planning for the Assignment:

1. What is your proposed plan (activity, dates, time, duration, location)?
2. Who is/are the facilitator(s) of this event? Provide contact information.
3. Why have you chosen this specific event? Reflect on this and provide a brief paragraph rationale as to your personal connection/learning/understanding.
4. What are your assumptions and understandings going into the event about the group/community?
5. What are some questions that you would like to have answered about this group or community?
6. Which readings will you draw upon to support your reflexive essay?
7. What stage are you at in terms of organizing your activity and participation?
8. What supports do you think you might need to be successful in this activity?
9. What do you already know about the setting and proper protocols for your participation?
10. How will you plan to show your appreciation for attending this event or activity?

**Part 2: ACTION FOR SOCIAL JUSTICE** is due March 10 and is weighted at **50%** of the final grade.

Please follow instructor guidelines for specific details regarding formatting and submission.

After the event, write a 5-8 page reflective essay about your experience (double-spaced, 12-point font Times New Roman). For this reflective essay, you should engage with 3-5 concepts from the course readings while developing an analysis that promotes self reflection and critical analysis to inform your emerging teacher practices.

Briefly describe the event/activity (maximum one paragraph) focusing primarily on why you chose this event, what you learned from participation, and your overall reaction to the experience. Provide evidence that you experienced diversity, raised consciousness, and worked with course objectives of understanding diversity in learning. Articulate how this event either challenged or extended or reaffirmed your understanding of the experience/group/event or individual. Make connections to previous assumptions. Provide concrete examples to support your claims. Connect your new understandings to the literature, connecting specifically to the course materials and beyond.

**In the spirit of sharing and diversity (Optional):**

- You may opt to deliver your assignment in the form of a 15-minute presentation that is technology-enhanced or arts-informed, but you will still have to submit a 2-3 page, double-spaced, 12-point font Times New Roman, reflexive essay about your experience. Please note that this option must still contain all of the above criteria, applicable to the 5-8 page reflexive essay.
- You, and your instructor, may choose to propose a different assignment that may be more in line with your emerging needs and desires thinking ahead to teaching in Field II and beyond. Write a 1-page description of the alternative final project in the form of a proposal. Whatever you propose must meet the overall learning goals for the course and this assignment.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

LT3	Exemplary (A+/A)	Accomplished (A-/B+)	Developing (B/B-)	Beginning (C+ /lower)
<b>CRITIQUE AND CRITICAL ANALYSIS</b>	Careful and critical analysis of the diversity issue. <i>Connects to literature beyond the course materials (3+ sources).</i>  Consistently undertakes a careful and critical analysis of the diversity experience and its implications for practice.	Some evidence of careful and critical analysis of the diversity experience and its implications for practice.	Superficial analysis of the diversity of experience and its implications for practice.	Weak analysis of the diversity experience and its implications for practice.
<b>PERSONAL EXTENSION</b>	Risk-taking is exemplified by the personalized representation of ideas that either reaffirmed or	Good evidence of risk-taking reflected by the personalized representation and expression of ideas.	Adequate evidence of personal extension reflected in the personalized representation and expression of ideas.	Limited evidence of personal extension and ideas (e.g., simple and/or stereotypical descriptions, examples, or images)

	challenged prior assumptions.			of the diversity experience).
<b>DEPTH OF UNDERSTANDING</b>	Deep understanding of diversity through experience and consciousness raising is evident through profound connections between theory (course readings and beyond) and practice.	Deeper understanding of diversity through experience and consciousness raising is evident through strong connections between theory (course readings and beyond) and practice.	Deeper understanding of diversity through experience and consciousness raising is evident through sufficient connections between theory (course readings and beyond) and practice.	Deeper understanding of diversity through experience and consciousness raising is not evident. Only minimal connections are made to theory (course readings and beyond) and practice.
<b>GRAMMAR, SPELLING, &amp; USE OF APA (7TH)</b>	Minimal APA, grammar, spelling errors.	Some APA, grammar, spelling errors.	Several APA, grammar, spelling errors.	Rarely uses APA, grammar, spelling correctly.

## 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:

### **Course Expectations**

To be successful in this course, you are expected to complete all readings, attend all scheduled class sessions, participate in discussions and activities, and complete all assignments. You are encouraged to approach the topics and material with humility and a willingness to get comfortable with being uncomfortable. This work is emotional, and can challenge our ways of understanding ourselves, the world, and our disciplines. You are invited to commit to vulnerability and generosity in honouring everyone's paths of learning (and un-learning) within the classroom community.

### **The Importance of Attendance and Participation**

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes, online sessions, 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 this course except for documented instances of personal or family illness or for religious requirements. More information about attendance expectations can be found at:

<https://calendar.ucalgary.ca/pages/f8b5ac7580a24ae494b8f3361e3e3fc7>

### **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.

### **Constructive Engagement:**

This course covers potentially sensitive, and at times, controversial topics, which can be emotionally and politically charged and may cause you to uncover and even question your previously held beliefs. This course content is intended to stimulate difficult conversations to prepare pre-service teachers for the diverse 21<sup>st</sup> century classroom. Although some of you may occasionally find working through this kind of material to be an uncomfortable experience, you are nevertheless invited to find productive ways to get comfortable with your own discomfort and engage constructively with the course content to preserve the dignity of all class members in their learning and unlearning.

## 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>

### ASSIGNMENT DEADLINES

Please note that no assignments will be accepted late unless an extension has been negotiated prior to both the assignment deadline and prior to the last day of classes for this course. The onus is upon the student to initiate the negotiation of an extension via the use of the Deferral of Term Work Form. 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 when possible.

**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

**Note:** A+ is a rare and exceptional grade to be given at the instructor’s discretion to the works of excellence and the highest quality

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

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