

**EDUC 460.08 S01/460.16 S01: Specialization I (Physical Education) (Sec & Elem.)  
Winter 2026**

*Erin Spring*

Section	Class Times	Instructor	Location	Email
S01				

**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:** January 12 – March 13, 2026

**Term Break:** February 16 – 20, 2026

**Office Hours:** By appointment

**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.

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

**COURSE OVERVIEW:**

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of Physical Education. Theory as connected to an understanding of practical classroom/gym/outdoor experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts.

**LEARNER OUTCOMES:**

Over the course of the semester, students will:

- 1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
- 2) Understand the teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- 3) Exploring and applying introductory theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.
- 4) Successfully design short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face on campus with possible engagement in a D2L environment. You will be expected to bring your electronic device (i.e., tablet, laptop) to class to access online materials that align with physically active learning experiences.

## REQUIRED READINGS:

The resources below can be accessed via the reading list (Leganto) found in D2L under the “Tools” tab.

Alberta Professional Learning Consortium Series

- Physical Education and Wellness New Curriculum Overview Kindergarten to Grade 6. [https://aplc.ca/pd-resource/switchingupinpew/?site\\_language=english](https://aplc.ca/pd-resource/switchingupinpew/?site_language=english)
- Physical Education & Wellness – Curriculum Overview. [https://aplc.ca/pd-resource/physical-education-and-wellness-curriculum-overview/?site\\_language=english](https://aplc.ca/pd-resource/physical-education-and-wellness-curriculum-overview/?site_language=english). Watch and review videos and support resources
  - Part 1 Physical Education and Wellness Curricular Overview
  - Part 2 Physical Education and Wellness Curricular Resources
- Effective Physical Education Pedagogy. (See Leganto in D2L for specific links to each video). Please watch and review videos and support resources:
  - Part 1: Gym vs. Classroom
  - Part 2: The Art of Teaching in the Gym
  - Part 3: Student Success
  - Part 4: Let's Start Discussions with our Students
  - Part 5: Character Building and Team Building
  - Part 6: Student Assessment in the Gym using KUSPs
  - Part 7: Classroom vs. Gym and Teacher Success
- Physical Education and Wellness: Year Planning and TGFU: [https://aplc.ca/pd-resource/physical-education-and-wellness-year-planning-and-tgfu/?site\\_language=english](https://aplc.ca/pd-resource/physical-education-and-wellness-year-planning-and-tgfu/?site_language=english)

AISEP (2020). *AISEP Position Statement on Physical Education Assessment*. <https://aiesep.org/wp-content/uploads/2020/06/AIESEP-Position-Statement-on-PE-Assessment-FINAL1.pdf>

Alberta Assessment Consortium. (2008). *Assessment in Alberta: Discussion Paper – Research Base*. Available from <https://www.learnalberta.ca/content/esass/html/researchbase.html>

Alberta Education. (2024). *Teaching Quality Standards*.

[https://www.alberta.ca/system/files/custom\\_downloaded\\_images/ed-teaching-quality-standard-english-print-ready.pdf](https://www.alberta.ca/system/files/custom_downloaded_images/ed-teaching-quality-standard-english-print-ready.pdf)

Alberta Education (2000). *Physical Education Guide to Implementation*. To access please go to:

<https://education.alberta.ca/physical-education/program-supports/everyone/support-documents/?searchMode=3>

Alberta Education (2022). *Physical Education and Wellness Curriculum*. To access please go to:

<https://curriculum.learnalberta.ca/curriculum/en/area/PDE>

Alberta Education. (2000). *Program of Studies for Physical Education*. Retrieved from:

<https://education.alberta.ca/media/160191/phys2000.pdf>

Alberta Education. (2006). *Daily physical activity: A handbook for grades 1-9 schools*. Available from:

<https://open.alberta.ca/publications/0778551857>

Alberta Education. (2009). *Framework for Kindergarten to Grade 12 Wellness*. Retrieved from

[https://education.alberta.ca/media/160218/framework\\_kto12well.pdf](https://education.alberta.ca/media/160218/framework_kto12well.pdf)

Alberta Education. (2010). *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction*.

Author. <https://open.alberta.ca/publications/9780778586012>

- Casey, A. & Kirk, D. (2024). *Applying models-based practice in physical education*. Routledge.  
<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/reader/download/74e060e7-6faf-4f8a-8c4d-eb795b501364/book/pdf?context=ubx>  
Chapter 1: What is models-based practice. pp.1-13  
Chapter 2: What pedagogical models exist? pp. 14-26
- Chatoupis, C. (2021). The spectrum: Implications for physical education teaching. *Runner*, 52(1), 4-10.  
<https://www.hpec.ab.ca/uploads/files/RunnerVol52No1-WEB.pdf>
- Fletcher, T., Chroinin, D., Gleddie, D., and Beni, S. (2021). The why, what, and how of Meaningful Physical Education. In T. Fletcher et al. (Eds), *Meaningful Physical Education* (17 pages). London: Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781003035091-2/meaningful-physical-education-tim-fletcher-d%C3%A9irdre-n%C3%AD-chr%C3%B3in%C3%ADn-douglas-gleddie-stephanie-beni>
- Gleddie, Doug, et al. (2018). Chapter 3-Foundations of a Quality Physical Education Program (pp. 31-61) in *Physical Education for Elementary School Teachers : Foundations of a Physical Literacy Journey*. Ripon Publishing. ISBN : 9781988921006
- Injury Prevention Centre. (n.d.) *School Physical Activity, Health & Education Resource for Safety*. <https://myspheres.ca/en/>
- Ophea. (n.d.) *Learn to move: Fundamental movement skills and strategies*. <https://ophea.net/learn-move-fundamental-movement-skills-and-strategies>
- Physical and Health Education Canada. (2023). *Inclusion of students of all abilities in school-based physical activity experiences: A guidebook*.  
<https://phecanada.ca/sites/default/files/content/docs/Program/inclusion-of-Students-of-all-abilities-guidebook.pdf>
- Physical and Health Education Canada. (n.d.). *Canadian physical and health education competencies*. <https://phecanada.ca/sites/default/files/content/docs/canadian-phe-competencies-en-web.pdf>  
Chapter Two: Health and Wellness Education, pp. 21-25  
Chapter Three: Physical Education, pp. 56-60
- Physical and Health Education Canada. (n.d.) *Assessment in Physical and Health Education Series*.  
<https://phecanada.ca/activate/assessment-physical-and-health-education>
1. Formative vs Summative Assessment: What's the Difference
  2. Assessment for Learning
  3. Assessment as Learning
  4. Co-constructing Success Criteria
  5. Collecting Evidence of Learning
  6. Feedback
- Rink, J. (2010). *Teaching Physical Education for Learning, 6th edition*. McGraw-Hill.
- Ch. 3 Designing Learning Experiences and Instructional Tasks pp.41-59
  - Ch. 4 Task Presentation pp. 62-81
  - Ch. 5 Content Analysis and Development pp. 82-105

## **RELIABLE SITES WITH EVIDENCE-BASED RESOURCES**

Physical and Health Education Canada: <https://phecanada.ca/>  
Ever Active Schools. <https://everactive.org>  
Health and Physical Education Council of the Alberta Teachers Association. <https://www.hpec.ab.ca>  
Ontario Physical Education. <https://www.ophea.net>  
Society of Health and Physical Educators America. <https://www.shapeamerica.org/>

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
<b>Learning Task 1</b>	Physical Education Advocacy Learning Outcome 1	Group (pairs)	10%	Friday Jan 30, 2026 before midnight
<b>Learning Task 2</b>	Becoming a Professional Teacher Learning Outcome 1	Individual	30%	Friday Feb 13, 2026 before midnight
<b>Learning Task 3</b>	Lesson & Assessment Plan Learning Outcomes: 2, 3, 4	Individual	30%	Sun Feb 22, 2026 before midnight
<b>Learning Task 4</b>	Teaching Practice & Reflections Learning Outcomes 1, 2, 3, & 4	Individual	30%	Friday March 13, 2026 before midnight

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 on D2L.

**Generative AI Statement:** While AI tools may become more refined and useful in the physical and health education/fine arts field in the future, they are currently quite unreliable and therefore not recommended at this time to be used for assignments in this class. Therefore, all assignments are expected to be the original work of the student and students are not to employ generative AI (for example, ChatGPT).

**WEEKLY SCHEDULE:** The weekly schedule of readings and activities will be discussed as a class and confirmed on the first day of class. This allows us to ensure appropriate activity settings/resources are available and meets our physical education learning needs. A tentative schedule will be available on D2L in late December.

### LEARNING TASKS AND ASSESSMENT

#### LEARNING TASK 1 (LT1): PHYSICAL & HEALTH EDUCATION ADVOCACY

Part of your role as a physical educator is to be an advocate for the health and wellness of children and youth. Physical education is an important part of children's overall education program where teachers can help guide children to live healthy active lifestyles. As an advocate for the importance of physical education, in partners, you will design an advocacy presentation video that demonstrates that you are reflective and articulate physical educators who know how to utilize resources to detail key issues in physical education. Think of this as a way to actively engage in public dialogue regarding issues in physical education.

Overall, the purpose of this assignment is to demonstrate knowledge in a physical education policy and/or practice **issue**, and to demonstrate effective persuasive communication skills for educating/persuading certain audiences. This also provides you with an opportunity to use your knowledge from university experience, course materials and/or practical experience to voice your concerns, perspectives, and interest in physical and health education. Advocacy items that address the social, physical, cultural, or economical aspects of physical education, wellness, health, and physical activity will be supported.

You are required to develop a short video that articulates your group's position on the issue. You can simply record this video on your phone or desktop, or any other method you prefer. The most important thing is that you and/or your partner are visible for most of the video.....think of it like an elevator pitch or a Dragon's Den proposal. You have a limited amount of time to clearly articulate the pros and cons of an issue and then take a position that aligns with your professional perspective as a teacher. This brief video should consider research from academic journals and professional literature that substantiate your arguments and statements—this is not meant to be 'only your opinion'.

Be sure to organize your advocacy presentation in a way that could be shared with an elected official, community organization, parent group, school board and/or principal. All advocacy video links will be submitted to the D2L

Assessments tab as a link (open for 'anyone' to view). Ideally, it will be open for grading as a YouTube video if you have an account. If not, please make sure it is submitted as a link that can be opened by anyone. You will not receive a grade if it can't be opened. A separate supporting document can also be submitted at the same time if your references are not embedded in the video.

Additional information and guidance on completing this assignment will be discussed in class and provided in D2L.

***General Grading Criteria for Learning Task 1 (A detailed rubric/checklist will be provided in D2L)***

- Issue clearly identified and effectively introduced.
- Concerns, issues, perspectives from the physical and health education field are clearly presented and articulated.
- The 'so what' is addressed (why is this important)?
- Your purpose, advocacy point(s) and call to action are clearly reiterated and appropriate summary/closing comments included.
- When used, references are cited properly (APA 7th Edition) from a variety of sources. These references should be chosen carefully to support your major points.
- Use of other documentation, policies, mandates, objectives, strategies used to clearly advance the issue — offering the person/audience further ideas, solutions, and other considerations to address the issue.

**LEARNING TASK 2 (LT2): BECOMING A PROFESSIONAL TEACHER**

All Alberta teachers are expected to meet the Teaching Quality Standard throughout their careers. This includes fostering effective relationships, engaging in career-long learning and demonstrating a professional body of knowledge. Each of these competencies include indicators such as: acting consistently with fairness, respect and integrity; demonstrating empathy and a genuine caring for others; collaborating with other teachers to build personal and collective professional capacities and expertise; actively seeking out feedback to enhance teaching practice; building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments; planning and designing quality learning activities; and using instructional strategies to engage students in meaningful learning activities. See also: [https://www.alberta.ca/system/files/custom\\_downloaded\\_images/ed-teaching-quality-standard-english-print-ready.pdf](https://www.alberta.ca/system/files/custom_downloaded_images/ed-teaching-quality-standard-english-print-ready.pdf)

The journey of becoming a professional teacher is cumulative and ongoing. It begins with being open-minded and willing to listen & learn from others. It is also accomplished by trying to be involved, ask questions and participate fully in learning activities provided in the class and beyond.

There will be 10 days of practical classroom learning experiences prior to reading week that you will have the opportunity to demonstrate your professionalism, and willingness to show progress toward becoming the best PE teacher possible. This is also a reflective opportunity in which you can think more deeply about what you have experienced in the classroom. At the end of the designated classes, you will submit a summary of key takeaways from both the in-class experience and the weekly assigned learning activities.

This reflective journal (word doc) is a chronological summary containing 3 key takeaways from what you have learned from each class, and 3 additional takeaways from the assigned readings and/or the AB Professional Learning Consortium

series. A student who does not attend class will not be able to submit a summary of key takeaways for that day, and subsequently cannot earn grades for that portion of the assignment. Each day's summary will include 2 sections and cannot exceed a maximum of one of content. For example... each day would include a summary of the key takeaways from:

- The content covered in the classroom or gym, plus
- The assigned homework readings or video for that day

Typically, the 2 summary segments would each be half a page long, but it is acceptable to have some portions longer than another (as long as you maintain the 1 page maximum). The content may at times be presented as point form, and at other times be more descriptive in nature. This assignment is expected to be something you use as reference material when you



are out in the field or later in your career. Diagrams, pictures or other forms of original content are acceptable. Please save your final document (max 11 pages plus title page/index) as a pdf file and submit to the D2L Assessments tab (LT3 Assignment).

### ***Grading Criteria for Learning Task 3:***

- Effort and willingness to support fellow classmates
- Active participation to the best of your ability
- Preparedness to learn by arriving early and staying fully engaged for the entire class period
- Responsibility and conduct expected of an aspiring professional educator
- Dress appropriately as an aspiring young professional in a PE setting
- Reflections of key takeaways from experiences shared by you and your classmates in class
- Reflections of key takeaways from assigned readings and video homework outside of class
- Further details will be provided on D2L

## **LEARNING TASK 3 (LT3): SHORT TERM LESSON & ASSESSMENT PLAN**

### **Lesson & Assessment Plan**

The purpose of this assignment is to provide an opportunity for you to utilize the critical teaching skills for planning and teaching physical education that we have learned/or are learning in the course. You will be expected to draw from the knowledge and skills you have gained about the instructional processes and teaching skills required to effectively plan a physical education lesson plan and teach a portion of it to the class. Your planning process will be an individual responsibility, and you must consider an assessment strategy.

- **Lesson plan** – Using the template provided, create quality lesson plans for your chosen activity (details of type of activities will be discussed in class). Be sure to include the following:
  - Subject, topic, grade level, class length, your name, date, total # of students.
  - General & specific (learning) outcomes
  - Lesson objectives
  - Equipment & resources needed
  - Appropriate introduction (set induction), lesson development (content analysis & development), and closure (conclusion)
  - Anticipated time, anticipated progression of tasks, how tasks will be communicated, organizational arrangements, goal orientation, teaching cues.
  - Teaching & learning activities that show variety, appropriate developmental level, progressions and are connected to stated learning outcomes and objectives.
  - Safety considerations (make sure you check the *School Physical Activity, Health & Education Resource for Safety*).
- **Assessment Plan** – Please provide a description (250-300 words) of the assessment & evaluation practices you will use to assess students in your lesson. Remember to address the principles of assessment and evaluation that have been covered in class. Also create one concrete assessment tool (e.g., rubric, checklist, etc.) & provide a rationale for your choice.
- **Differentiation** – Provide an overall explanation of how your lesson plan addresses the interests and needs of the full range of students in your class. For example, how will you meet the needs of all students when there may be a range of learning profiles including English language learners, students with physical disabilities, autism spectrum disorder, ADHD, and other emotional and behavioural challenges. In addition, what are some of the specific adaptations/modifications that you will be considering in your lesson to ensure inclusion of all students? Please provide at least two specific examples that you consider exemplary in learner differentiation related to specific learning activities within your lesson.
- **References** – Provide multiple references from a variety of sources (minimum 4). These references should be chosen carefully to support your lesson content. Please provide a reference list. APA style, 7<sup>th</sup> edition please.

***Grading Criteria for Learning Task 2:***

- Sufficient general information is provided for the reader: subject, topic, grade level, class length, your name, date, total # of students.
- The general/specific learning outcomes for the lesson are appropriate and clearly stated.
- Equipment and resources needed for the lesson are clearly identified.
- Appropriate introduction (motivational set) is provided with appropriate “set-up”, moderate activities, and links to focus of lesson
- Closure activities (e.g., review of key points, valuable concepts stressed, checking for understanding) are addressed.
- Teaching-learning activities are purposeful & consistent with the learning outcomes stated.
- The lesson plan provides for a variety of teaching-learning activities, demonstrating appropriate progressions (extension, refinement, application) and addressing a diversity of student learning needs.
- Organization, teaching cues and demonstrations are appropriate, clear & concise.
- The pace, time allocation & flow of the lesson are well-planned and appropriate. Transitions between activities are clear, sufficiently detailed, and in a logical understandable sequence.
- Safety considerations are addressed as discussed in the *School Physical Activity, Health & Education Resource for Safety*.
- The lesson plan provides for specific assessment/evaluation of student learning. One concrete sample is provided.
- Differentiated instruction has been considered and explained in a clear, concise way. Accommodation, adaptations and/or modifications are addressed.
- Multiple references are carefully chosen & APA format has been followed.

**LEARNING TASK 4 (LT4): PRACTICE TEACHING & SELF REFLECTIONS**

There is only one way to be a better teacher.....practice. A portion of this learning task will be connected to LT3 and will provide you with an opportunity to demonstrate teaching skills that you have previously prepared in that assignment. Reflecting on your practice and advice from others will also be incorporated into this assignment.

Throughout the first 10 classes, students will have various opportunities to informally and casually practice teaching PE skills and games with each other. This is a chance for you to have fun, make mistakes and learn from others without any pressure of being formally evaluated. Your contributions and participation in these activities will constitute a portion of your LT4 grade, so you must be present to receive credit.

During the last 5 classes, there will be a more formal opportunity for you to demonstrate your teaching skills. Each student will be provided with a 15-minute window to teach a PE mini lesson. LT3 and LT4 are connected when you bring a portion of your lesson plan assignment to life with your classmates as the students. During each of the mini lessons, a small group of your classmates will be acting as peer reviewers and will provide a written summary of what they observed. The peer review task is a daily activity for every student in classes 11-15 and will be graded each day.

The final component of your LT4 grade is the submission of your actual teaching plan and a short reflection (max 1 page) of what you learned from the peer feedback. This will be submitted under the Assessments tab in D2L one day after you have finished your teaching.

***Grading Criteria for Learning Task 4:***

- Your ability to incorporate teaching tactics, techniques and strategies that you have learned about from class experiences and assignments.
- Providing feedback to fellow classmates both written and verbal - informally and formally
- Demonstrating a strong willingness to support your classmates by fully participating in daily activities
- Preparation and delivery of a PE mini lesson that is linked to LT2
- Demonstrating the potential for differentiation of tasks to accommodate a variety of skills and abilities

- Explain what assessment strategies would be appropriate and applicable
- Further details will be provided 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 except for documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and 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: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. All late submissions may have a penalty of 10% per day to a maximum of 3 days. No marks will be earned for any submission 4 days or later. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

### ISSUES WITH GROUP TASKS

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



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

Grade	GPA Value	%	Description as 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-cfrehb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chrehb>

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).