

EDUC 551: Comprehensive School Health and Wellness
Winter, 2026*Erin Spring*

Section information (times, class location, instructor): my.ucalgary.ca portal.

Your instructor will also confirm section information through your D2L course shell.

Please check your portal and D2L shell prior to the start of the course.

Specific questions about the course structure, grading, and content should be directed to your lab instructor.

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 of Alberta Battle River Territory (Districts 5 and 6).

Class Dates: January 12-February 11, 2026. Your specific section's lab times and classroom/zoom links are listed in D2L.

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only, Monday-Friday, 8:00-4:30 pm. Questions about your course section should be directed to your instructor.

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. Emails received after normal business hours will be answered during the next business day.

COURSE DESCRIPTION:

A healthy school community supports the wellness of all its members, and healthy students make better learners. Within the broader evidence-based Comprehensive School Health framework, this course provides theoretical foundations, research base, community resources, and experiential learning to create the capacity for future teachers to be health and wellbeing leaders.

This goal will be accomplished by:

- Engaging in self-reflection about personal and professional health and wellness;

- Reading and listening to evidence-based articles and reports, and engaging in seminars, dialogues, and activities;
- Implementing and applying evidence-based health and wellness knowledge into preservice teacher practice.

LEARNER OUTCOMES:

Students will be knowledgeable about:

1. The four components of the CSH framework (policy; teaching and learning; physical and social environment; and partnerships and services) and their role in school-based health promotion.
2. The social determinants of health and multiple dimensions of wellness and their connections across the curriculum and specific programs of study;
3. Teaching and learning strategies that address health and wellbeing learning outcomes and curriculum
4. Designing evidence-based whole school health promotion practices that improve health and wellbeing
5. Critically evaluating current health literature (from both popular and academic sources) to choose evidence-based content for healthy school communities.

COURSE DESIGN AND DELIVERY: This course follows a Flipped Classroom Model that blends synchronous and asynchronous learning through in-person learning and the online D2L environment. In order to maximize learning through the FCM, listening and reading assignments must be completed before in-person or zoom-based lab sessions.

All students will require access to a computing device that contains current software and hardware capable of running D2L and listening to downloadable podcasts. Computers are available for student use in the Doucette library and the Taylor Family Digital Library.

REQUIRED RESOURCES:

- Ağırman, N., & Ercoskun, M. H. (2022). History of the flipped classroom model and uses of the flipped classroom concept. *International Journal of Curriculum and Instructional Studies*, 12(1), 71-88. doi: 10.31704/ijocis.2022.004 <https://files.eric.ed.gov/fulltext/EJ1349598.pdf>
- Canadian Health Schools Alliance (2025). Schools: Canada's most powerful investment in national wellbeing. <https://www.healthyschoolsalliance.ca/our-recommendations>
- Healthy Habits, Healthy Homes. (2024). *Episode 64: The infodemic with Timothy Caulfield*. <https://guelphfamilyhealthstudy.com/2024/03/24/episode-64-the-infodemic-with-timothy-caulfield/>
- HEARTcare for Educators Episode 4 (2025): *Creating a School Culture of Care*. <https://youtu.be/M9mt3YM9xx0>
- Joint Consortium for School Health. (n.d.) *What is comprehensive school health?* http://www.jcsh-cces.ca/images/What_is_Comprehensive_School_Health_October_14_2015_-_2-pager.pdf
- National Collaborating Centre for Aboriginal Health & Tagalik, S. (2010). *A framework for Indigenous school health: Foundations in cultural principles*. <https://www.nccih.ca/docs/health/RPT-FrameworkIndigenousSchoolHealth-Tagalik-EN.pdf>
- Rodriguez, F., Newell, R., Rathnaiah Babu, G., Chatterjee, T., Kaur Sandhu, N., & Gupta, L. (2024). The social media infodemic of health-related misinformation and technical solutions. *Health Policy and Technology*, 13(2). <https://doi.org/10.1016/j.hlpt.2024.100846>

The Science of Happiness. (2024). The contagious power of compassion.

https://greatergood.berkeley.edu/podcasts/item/the_contagious_power_of_compassion_the_science_of_happiness

Tingle, E. (Host). (2020a). Foundations of comprehensive school health with Scott Bailey [Audio podcast episode]. In *The Podclass: Conversations on School Health*. University of Calgary, Werklund and Ever Active Schools. <https://everactive.org/podclass/the-podclass-episodes/>

Tingle, E. (Host). (2020b). Encouraging positive mental health in schools with Andrew Baxter [Audio podcast episode]. <https://everactive.org/podclass/the-podclass-episodes/>

Tingle, E. (Host). (2020c). Weight-neutral health promotion in schools with Dr. Shelly Russell-Mayhew [Audio podcast episode]. <https://everactive.org/podclass/the-podclass-episodes/>

Tingle, E. (Host). (2023). Embracing Social Emotional Learning: A continuous imperative featuring Dr. Kimberly Schonert-Reichl [Audio podcast episode]. In *The Podclass: Conversations on School Health*. University of Calgary, Werklund and Ever Active Schools.

<https://everactive.org/podclass/the-podclass-episodes/>

World Health Organization (2021). *Health promotion glossary of terms 2021*.

<https://www.who.int/publications/i/item/9789240038349>

SUPPLEMENTAL RESOURCES:

THE FOLLOWING RESOURCES MAY BE HELPFUL TO YOUR LEARNING AND COMPLETION OF COURSE TASKS, BUT ARE NOT REQUIRED FOR LAB SESSIONS UNLESS OTHERWISE INDICATED BY YOUR LAB INSTRUCTOR.

PODCAST AND VIDEO SERIES

- THE PODCLASS: [HTTPS://EVERACTIVE.ORG/PODCLASS/](https://everactive.org/podclass/)
- MEANINGFUL [PHYSICAL EDUCATION] PODCAST EXPERIENCE SERIES:
[HTTPS://MEANINGFULPE.WORDPRESS.COM/PODCASTS/](https://meaningfulpe.wordpress.com/podcasts/)
- HEARTCARE FOR EDUCATORS PODCAST AND LEARN:
<https://www.youtube.com/watch?v=95bWLJetLLA&list=PLIS544ykoCGHZQij6Cs90i4VzF8AvgwU>
- A USER'S GUIDE TO CHEATING DEATH: [HTTPS://WWW.UALBERTA.CA/EN/LAW/RESEARCH/HEALTH-LAW-INSTITUTE/A-USERS-GUIDE-TO-CHEATING-DEATH.HTML](https://www.ualberta.ca/en/law/research/health-law-institute/a-users-guide-to-cheating-death.html)
- INDICATORS OF SCHOOLWIDE SEL (SOCIAL EMOTIONAL LEARNING): [HTTPS://SCHOOLGUIDE.CASEL.ORG/VIDEO-LIBRARY/](https://schoolguide.casel.org/video-library/)

WEBSITES

- PHE CANADA LEARNING CENTRE: [HTTPS://PHECANADA.CA/TEACHING-TOOLS/PHE-LEARNING-CENTRE](https://phecanada.ca/teaching-tools/phe-learning-centre)
- HEALTHIER TOGETHER (ALBERTA HEALTH SERVICES): [HTTPS://WWW.HEALTHIERTOGETHER.CA/](https://www.healthiertogether.ca/)
- EVERACTIVE (PHYSICAL EDUCATION AND WELLNESS RESOURCES): [HTTPS://EVERACTIVE.ORG/PEW-RESOURCES/](https://everactive.org/pew-resources/)
- WELLNESS EDUCATION MAGAZINE: [HTTPS://WELLNESSEDMAG.COM/](https://wellnessedmag.com/)

ARTICLES/BLOGS

- CANADIAN MEDICAL ASSOCIATION (2025, JULY 18). *LIFE-OR-DEATH ISSUE: HOW ONE TOOL IS IDENTIFYING FALSE HEALTH CLAIMS ON SOCIAL MEDIA*. [HTTPS://WWW.CMA.CA/LATEST-STORIES/LIFE-DEATH-ISSUE-HOW-ONE-TOOL-IDENTIFYING-FALSE-HEALTH-CLAIMS-SOCIAL-MEDIA](https://www.cma.ca/latest-stories/life-death-issue-how-one-tool-identifying-false-health-claims-social-media)
- CABALLAR, R.D. & STRYKER, C. (N.D.). *A LIST OF LARGE LANGUAGE MODELS*. [HTTPS://WWW.IBM.COM/THINK/TOPICS/LARGE-LANGUAGE-MODELS-LIST](https://www.ibm.com/think/topics/large-language-models-list). IBM.
- ADOBE EXPRESS. (2023, SEPT 13). *INSTAGRAM REELS: THE ULTIMATE GUIDE FOR BUSINESSES*. [HTTPS://WWW.ADOBE.COM/EXPRESS/LEARN/BLOG/INSTAGRAM-REELS](https://www.adobe.com/express/learn/blog/instagram-reels)

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: CSH Action Plan and social media shorts	Using a LLM, such as ChatGPT, groups will design a school health plan on the weekly topic and present their idea to the class. (All objectives) with 30-60 second videos or audio reviews on topic (LO 1-5)	Group	40%	Week 3 as directed by your instructor
LT2: Re-framing a Unit Plan for wellbeing	Re-framing your EDUC 535 unit plan to incorporate elements of wellbeing (LO 1-5)	Individual	60%	February 11, 2026
BONUS	Wellness implementation streak and tracking	Individual	Max 3 points	February 11, 2026

Grades will be calculated from overall point tallies for each assignment.

WEEKLY COURSE SCHEDULE:

Date	Topic	Required Learning Resources	Tasks and Due Dates
To ensure a meaningful lab session, review all required readings before your class. Because this course follows a flipped model, at least three hours of asynchronous work is required per week for students to achieve learning objectives.			

Week 1	History of the flipped classroom model, holistic health and wellbeing (Indigenous perspectives), and comprehensive school health (CSH)	<p>Readings: Agirman & Ercoskun (2022). History of the flipped classroom model...”</p> <p>Joint Consortium for School Health. (n.d.) <i>What is comprehensive school health?</i> http://www.jcshcces.ca/images/What_is_Comprehensive_School_Health_October_14_2015_-_2-pager.pdf</p> <p>NCCAH & Tagalik. (2010). A framework for Indigenous school health... https://www.nccih.ca/docs/health/RPT-FrameworkIndigenousSchoolHealth-Tagalik-EN.pdf</p> <p>Podcast: Tingle, E. (Host). (2020a). Foundations of comprehensive school health with Scott Bailey [Audio podcast episode]. https://everactive.org/podclass/the-podclass-episodes/</p> <p>Resource: World Health Organization. (2021). <i>Health Promotion glossary of terms 2021</i>. https://www.who.int/publications/i/item/9789240038349</p>	<p>Form LT1 groups (size of group as directed by your instructor)</p> <p>Find completed Unit Plan from Specialization 2 course.</p>
Week 2	Health, wellness, and wellbeing: Information, misinformation, and calls to action for student, staff, and community wellbeing	<p>Reading: Rodriguez et al. (2024). The social media infodemic... https://doi.org/10.1016/j.hlpt.2024.100846</p> <p>Website Review: Canadian Health Schools Alliance (2025), https://www.healthyschoolsalliance.ca/our-recommendations</p> <p>Podcast: Healthy Habits, Happy Homes (Episode 64). <i>The infodemic with Timothy Caulfield</i>. https://guelphfamilyhealthstudy.com/2024/03/24/episode-64-the-infodemic-with-timothy-caulfield/</p>	Prep for LT1 presentations
Week 3	<p>LT1 Presentations <i>Group can choose between the following options:</i></p> <ol style="list-style-type: none"> 1. Weight-neutral promotion of physical wellbeing in schools 2. Difficult conversations with colleagues and parents 3. Substance use by minors 4. Creating an active classroom 	<p>Groups can use these resources as foundation, but extra research is expected for excellence on LT1.</p> <p><i>Option 1:</i> Podcast: Tingle, E. (Host). (2020c). Weight-neutral health promotion in schools with Dr. Shelly Russell-Mayhew [Audio podcast episode]. https://everactive.org/podclass/the-podclass-episodes/</p> <p><i>Option 2:</i> Video: <i>Fostering hope, understanding, and peace</i>. The basics of non-violent communication. https://www.cnvc.org/learn/what-is-nvc</p> <p><i>Option 3:</i> Website exploration: STOMP (Students Together Moving to Prevent Substance Use). https://phecanada.ca/teaching-tools/stomp</p> <p><i>Option 4:</i> Website exploration: Reducing sedentary behavior. https://phecanada.ca/professional-learning/sedentary-behaviour</p>	LT1 Presentations

Week 4	From individual to collective wellbeing: Healthy relationships and belonging	<p>Website Review: CASEL (https://casel.org/)</p> <p>Podcast 1: The Science of Happiness. (2024). The contagious power of compassion. https://greatergood.berkeley.edu/podcasts/item/the_contagious_power_of_compassion_the_science_of_happiness</p> <p>Podcast 2: Tingle, E. (Host). (2023). Embracing Social Emotional Learning: A continuous imperative featuring Dr. Kimberly Schonert-Reichl [Audio podcast episode]. https://everactive.org/podclass/the-podclass-episodes/</p>	
Week 5	Mental health literacy and positive wellbeing	<p>Optional Free Online Course: Learn Mental Health Literacy (8-10 hours): https://courses.cpe.ubc.ca/browse/ubcv/faculty-of-education/mhl/courses/learn-mental-health-literacy</p> <p>Website Review 1: Mental Health Literacy (https://mentalhealthliteracy.org/)</p> <p>Website Review 2: Share2Care (https://phecanada.ca/teaching-tools/teach-resiliency/share2care)</p> <p>Podcast 1: HEARTcare for Educators Episode 4 (2025): Creating a School Culture of Care. https://youtu.be/M9mt3YM9xx0</p> <p>(Optional) Podcast 2: Tingle, E. (Host). (2020b). Encouraging positive mental health in schools with Andrew Baxter [Audio podcast episode]. https://everactive.org/podclass/the-podclass-episodes/</p>	LT2 Due

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, but given the very short timeline, few changes will occur.

LEARNING TASKS AND ASSESSMENT

Artificial intelligence tools are required for Learning Task 1, but AI tools are not to be used for Learning Task 2. Please read each task description carefully for details about ethical and expected AI tool use.

There are TWO required Learning Tasks for this course.

1. LEARNING TASK 1: *LT1: CSH Action Plan and social media shorts* - DUE: In class, Week 3

The implementation of the Comprehensive School Framework in K-12 schools normally requires collaboration between multiple teachers and administrators to effectively move forward, however, with the advent of Large Learning Models (LLMs) and other AI tools for event planning and knowledge translation, less work is required to create a CSH plan with more focus moving to implementation.

The focus of this task is to use a LLM to create an action plan for wellbeing and present three short social media reels to show to your full class based on your topic and plan. Following the presentation of the reels, you will facilitate a short discussion about your group's chosen topic.

You will create a CSH action plan for one of the below topics using the suggested prompt:

1. Weight-neutral promotion of physical wellbeing in schools
2. Difficult conversations with colleagues and parents
3. Substance use by minors
4. Creating an active classroom

LLM Prompt: Create a comprehensive plan for school health that focuses [group topic choice] for [insert group choice] grade level that includes [insert group goals for wellbeing].

Download the resultant action plan as a template for your group social media shorts and for submission. Using one of the objectives, activities, or suggested lessons from this download, create three social media reels for your group presentation.

Your LLM-created CSH plan should:

1. Include annotations indicating group discussion about the good, bad, and ugly aspects of the AI-generated template. Include the exact prompt used by your group to generate the template.
2. Include in-text citations to course materials (podcasts, readings, websites)
3. Include in-text citations to research to support group discussion.

Your social media shorts should:

1. Each of the three reels should last 30-60 seconds and includes evidence-based information about your topic and action plan that could be shared with grade-level students.
2. Include participation from all your group members.

Your in-class 10-12 minute group presentation will include:

1. A summary of the CSH action plan generated by the LLM including the good, bad, and the ugly about suggested objectives, activities, and assessment.
2. A showing of all three reels.
3. A question for class discussion about the topic presented in the reels.

For submission (grading):

1. Three Social Media Shorts (link or video upload)
2. LLM-created CSH plan with annotations reflecting group discussion
3. Title page that outlines all group member contributions to task
4. Reference page for shorts and topic presentation materials.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

All group members will receive the same grade according to the following criteria, unless there are significant group work issues (see “Issues with Group Tasks” section of outline)

In case of discrepancy between this rubric and the rubric on D2L, the rubric on D2L will be taken as correct.

Total Points /40	A+ Outstanding	A Exceeds criteria	A- Meets criteria	B+ Minimally Meets Criteria	B- or less Does not meet criteria
Overall Quality and Impression (Total /5)	Submission stands out as exceptional.	Expectations of assignment have been exceeded.	Expectations of assignment have been met.	Most assignment expectations have been met if superficial and of limited quality.	Several elements of assignment are missing, incomplete, or poorly developed.
Social Media shorts (Total /15)	Exceeds criteria PLUS Stands out for unexpected and unique details, such as fun, humor, hashtags and new content.	Meets criteria PLUS Reels are creative, meaningful, and well-researched. Reels include music, interesting transitions, stickers, effects, or other features.	Three reels are created. Information provided in reels is appropriate for the length and mode. Reels tell an interesting story (hook, middle, end) about the topic.	Three reels are created but are too short or too long to be effective. Information provided is limited, redundant, or inaccurate.	Fewer than three reels are created. Reels are much too long or too short. Information provided is questionable or actively promotes disinformation.
Presentation and Facilitation Skills (Total /10)	Exceeds criteria PLUS Standards out for creativity, quality, and interactivity with audience.	Meets criteria PLUS The group expertly facilitates questions and discussion from the audience.	The presentation is engaging. All group members contribute equally, and the presentation is organized and easy to follow.	The presentation format is adequate. The entire group is not represented or some parts of the presentation may be vague. The group adequately handles questions from the audience.	The presentation was ineffective. The entire group is not represented or parts of the presentation are disorganized and/or confusing. The group marginally handles questions from the audience.
LLM Template, Title page, and Reference list (Total /10)	Exceeds criteria PLUS Submission demonstrates	Meets criteria PLUS Template includes detailed	Template is provided with annotations that clearly show group discussion	Template is provided, annotations provide opinion with little fact, title page lists	Required elements are missing or lacking in detail. Includes

	outstanding research and group collaboration. Annotations include in-text citations to research not already in course materials.	annotations (with in-text citations to course materials) from group discussion, title page shows equitable distribution of work, reference list includes evidence of group research.	and reference both required and supplementary course materials. Title page lists all group contributions, and reference list follows APA standards.	all group contributions, references not extensive or easily retrieved.	misinformation or disinformation. Sources for information are questionable.
--	--	--	--	--	---

2. LEARNING TASK 2: LT2: Re-framing a Unit Plan for Wellbeing – DUE: February 11, 2026

NOTE: *You do not need to create a new unit plan!* The intent is for you to take a second look at the unit plan you made in EDUC 535 from a different perspective. You should upload an original copy of your EDUC 535 unit plan for your instructor's reference.

This task does not require AI tools to complete; therefore this assignment will be your original work. You may only use generative AI (GAI) tools for word processing functions, such as grammar and spell checking (e.g. Grammarly, CoPilot). You do not need to document the use of the above GAI for the purposes described. If you have questions about the specific use of other GAI tools, please contact your instructor.

For this task, you will re-frame the unit plan you developed during your Specialization II course to incorporate your learning from this course. You should choose one of the weekly topics from this course and integrate elements of that topic into your unit plan. Also, you should identify opportunities within your unit plan to attend to your own wellbeing and the wellbeing of your school community. To show the changes you made and to make your thinking visible, you should use track changes, annotation tools, and personal comments within your revised unit plan.

You will write a one-page reflection on what you learned through this re-framing of previously completed work. As you're writing this reflection, consider these questions: *What activities did you change in your unit plan and why? How did you align your subject area knowledge with the information you learned through this course?*

In your APA 7th aligned submission, you will include the following:

1. Your EDUC 535 unit plan without changes (for your instructor's reference only, not graded).
2. Your new unit plan, annotated to show how/what you have changed to incorporate your learning from this course into your instructional practices.
3. A short reflection (maximum one page, double-spaced, approximately 250 words) indicating how your thinking about unit planning and your subject area changed to incorporate

wellbeing.

4. Title and Reference page - Your submission will align with APA7 standards for grammar, style, and citation.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

In case of discrepancy between this rubric and the rubric on D2L, *the rubric on D2L will be taken as correct.*

Total Points /60	A+ Outstanding	A Exceeds criteria	A- Meets criteria	B+ Minimally Meets Criteria	B- or less Does not meet criteria
Overall Quality and Impression (Total /5)	Submission stands out as exceptional.	Expectations of assignment have been exceeded.	Expectations of assignment have been met.	Most assignment expectations have been met if superficial and of limited quality.	Several elements of assignment are missing, incomplete, or poorly developed.
Annotated unit plan (Total /25)	Exceeds criteria PLUS Stands out for unexpected and unique details. Unit plan shows attention to community wellbeing.	Meets criteria PLUS Annotations are creative, meaningful, and well-researched. Unit plan shows attention to teacher wellbeing in addition to student wellbeing.	The unannotated unit plan is submitted. Clear changes are shown to the unit plan to attend to student wellbeing. Topics and course materials are addressed through the annotations.	Some superficial changes are made to the unit plan. Information provided about a topic from this course is limited. Some course materials are referenced.	Submission is lacking in detail, changes are not evident, sections are missing or incomplete, information from this course is not provided.
Reflection (Total /15)	Exceeds criteria PLUS Standards out for creativity, quality, and depth. Should be submitted for publication!	Meets criteria PLUS The reflection is thoughtful, engaging, and demonstrates a strong understanding of how to incorporate student and own wellbeing into planning. No redundancy or repetition of ideas are apparent.	The reflection demonstrates a clear understanding of how wellbeing can be incorporated in teaching and learning. Ideas are clear, organized, and related to course content. Reflection stays within length expectations.	The reflection is adequate, if limited and superficial. Ideas and/or content are difficult to follow or do not relate to this course's content. Reflection is either too long or too short.	The reflection is ineffective as parts of the presentation are disorganized and/or confusing. Course content is not adequately addressed. Reflection is significantly longer or shorter than expected.
Written expression and Reference list	Exceeds criteria PLUS	Meets criteria PLUS	In-text citations are aligned with reference list	References not extensive or easily retrieved.	Required elements are missing or lacking in detail.

(Total /15)	Submission is an exception example of human-generated writing.	Written expression is strong, human-generated, and aligns closely with APA standards for grammar, citation, and style.	which follows APA standards. All elements of the submission were well-written by a human.	Written expression does not meet university-level standards.	Written expression is significantly below standard.
-------------	--	--	--	--	---

3. LEARNING TASK 3: BONUS – DUE: February 11, 2026

In this course, you can earn a maximum of 3 (three) bonus marks which will be applied to your overall grade total at the end of the course. By the due date (February 11), upload screenshots from the Wellnify app* to the Bonus folder on D2L.

BONUS: Completing five consecutive streak days will result in a one-point bonus with a maximum of three bonus points that can be earned. You have two ways to participate in the bonus streak on Wellnify – either through the Daily Quest Streak or Step Goal Streak.

NOTE: Streaks that cross over the month can be lost by the app. Be sure to take a screen shot each time you meet the 5-day threshold and upload to D2L

To register to use the Wellnify app to earn bonus points, use the below QR code, and notify your instructor of your registered username.



*If you are unable to use the Wellnify app, you can access the bonus marks by tracking your daily wellbeing via other apps (i.e. Strava, your Apple Fitness, or others approved by your instructor).

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. **If you find that you are experiencing difficulties as a group collaborating, please inform the instructor no later than the beginning of Week 2.**

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. The final assignment is due on February 11 and instructors may assign a late penalty if received after that date. The penalty will be as written in D2L. <https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately and no later than the beginning of Week Two. 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. Due to the short duration of this course, issues with groups must be communicated to the instructor by the beginning of the second week.

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

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	

B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Misconduct

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

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

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

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

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

Academic Accommodation

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

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

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

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-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 unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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

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

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

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