UNIVERSITY OF CALGARY

Erin Spring

EDUC 569 Assessment as Learning in K–12 Winter, 2026

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). In the spirit of reconciliation, we honor and respect the diverse history, languages, and cultures of all Indigenous peoples who continue to enrich our community.*

Important Term Dates:

First day of Classes: Monday, January 12
Last day of Classes: Wednesday, February 11

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.

Last day to request Deferral of Term Work*: The deadline for submission of the final learning task (i.e., assignment)
* Deferral of Term Work (DTW) is intended to provide students with up to 30 days (normally) after the last day of the term to complete final assignments. However, the request for a DTW must be made <u>by the deadline for submission of the final learning task (i.e., assignment)</u>. DTW is not meant to make up a major portion of the term work. The student must initiate the process by asking the instructor for a DTW as soon as they know they will be unable to complete the learning task by the deadline.
Office Hours: By appointment only
Email policy: Students are required to use a University of Calgary email address for all corrrespondence.

COURSE DESCRIPTION:

This section (L01) of EDUC 569 is delivered entirely online. This course aims to equip Year 2 student teachers with assessment literacy focusing on deepening their understandings of the definitions, purposes, functions, and principles of assessment *of, for* and *as* learning. Through the investigation of assessment problems, student teachers work through key concepts of assessment task design, rubric development, e-portfolios, and assessment of, for and as learning strategies for K–12 classroom. Further, they will develop their assessment and evaluation capacity in the following key aspects: explicit sharing of performance standards and success criteria through well-designed rubrics, effective questioning, feedback literacy, self-assessment, and peer assessment. Student teachers will be empowered through professional conversations with their peers in a system of weekly initial responses and considered responses to Discussion Questions, as well as though weekly Live Seminars (5 in total) that will address best principles and practices in **balanced assessment, high quality assessment, assessment for learning, and measurement and reporting.** As facilitators and guides to your learning we look forward to participating with you in professional conversations, in Zoom and in D2L.

LEARNER OUTCOMES:

Students will be knowledgeable about:

- The definitions, purposes, functions, principles, and practices of assessment *of, for* and *as* learning.
- The design principles, features, and implementation of formative assessment to improve instructional practice and student learning.
- The design principles, features, and use of high-quality rubrics that promote assessment *of, for* and *as* Learning.
- The alignment between high quality assessment tasks, rubrics, and assessment *of, for* and as learning.
- The design of a repertoire of assessment *for, as, and of* learning strategies for practical applications in K–12 classrooms.

COURSE DESIGN AND DELIVERY:

This course will be facilitated entirely online through 5 scheduled Live Seminars (Zoom sessions), a learning management system used for communication, sharing of readings and resources, and through professional conversations in D2L, that include your initial responses and considered responses to posted weekly to discussion questions. In addition, your course facilitators will receive and provide you with formative feedback on your drafts of two learning tasks-an assessment and evaluation tool kit that you can use in your professional practice as a K-12 educator, and one of the following-either a classroom manifesto, graphic organizer, concept paper, or design of a small module or learning activity integrated with your choice of best principles and practices in assessment and evaluation.

REQUIRED RESOURCES:

Alberta Assessment Consortium. https://aac.ab.ca/learn/go/formative-assessment/

Dann, R. (2014) Assessment as learning: Blurring the boundaries of assessment and learning for theory, policy and practice. *Assessment in Education: Principles, Policy & Practice, 21*(2), 149–166. https://doi.org/10.1080/0969594X.2014.898128

Earl, L. (2003) *Assessment as learning: Using classroom assessment to maximize student learning.* Corwin Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6261769

Koh, K. (2011). Task design and rubric development for authentic and formative assessments. In K. Koh, *Improving teachers' assessment literacy (pp. 34–48)*. Pearson. *Post PDF on D2L or Leganto*

Lorenzo, G., & Ittelson, J. (2005). An overview of e-portfolios. EDUCAUSE Learning Initiative. https://library.educause.edu/-/media/files/library/2005/1/eli3001-pdf.pdf

Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation, 37*(1), 3–14. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0191491X11000149

ADDITIONAL RESOURCES:

The instructor may add supplementary readings and/or resources to meet individual student teachers' needs.

LEARNING TASKS OVERVIEW:

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP /INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Options for students to choose one from (50%) • Manifesto *(promises and commitments they will make regarding assessment and evaluation in their classroom and with learners)* • Graphic Organiser *(students personal organisation or "arrangement of professional practices" that are inclusive of assessment of/for/as learning)* • Concept Paper *(student document that outlines a proposed approach they will take as a professional educator, that includes the purpose, goals and intended outcomes of their assessment and evaluation program of assessment and evaluation)* • General Outcome *(design an overall assessment and evaluation approach with strategies, tactics, logistics, and relationship enhancers based on one outcome you choose from Alberta Education's Programs of Study.*	Individual	50%	January 29
Learning Task 2	Designing and Developing an Assessment Toolkit: Inclusive of principles best practices in assessment of, for and as learning	Group/Individual	50%	February 12

WEEKLY COURSE SCHEDULE: OVERVIEW

Section	Instructor	Time	Location	Email
L01	Check D2L Shell	Zoom sessions (5 Consecutive. Beginning January 14)	Online in Zoom	Check D2L Shell

		Wednesdays, 9:00-11:00 am (AB)		
		Weekly D2L Posted Responses to Discussion Questions	In D2L in Discussions	
		Initial Responses: Wednesdays, by 11:59 pm; Considered Responses: Sundays, by 11:59 pm		

WEEKLY COURSE SCHEDULE: Details

Date	Topic and Positioning Statement	Readings and Tasks	Due Dates
Week 1 Jan 12-16	**Topic: Back to the basics: Situating yourself once again in the assessment and evaluation landscape** **Positioning Statement for Week One** This course has a true north-an intended outcome and rationale. The intended outcome is your development of a tool kit of best practices based on best principles in assessment, evaluation, measurement and reporting. The rationale for the applied nature of this course is you narrow the theory to practice gaps often experienced by preservice teachers in assessment and evaluation.	Earl (2003) Koh, K. (2011) *(pp. 34–48)* Tasks: In Discussions in D2L post by Wednesday 11:59 pm a 250-word IR to one of the two DQs. Then by Sunday, 11:59 pm post two CRs to two of your peers' IRs Discussion Questions (DQs): Week 1 Tasks: Share a memory about a past assessment (either as a student or an educator) and the culture of learning espoused in the classroom. How does this memory align to your learning from your readings and/or how does it diverge? Thinking reflectively, describe a situation in which 'othering' of students occurred in relation to assessment. What type of assessment was involved (i.e., standardized, diagnostic, formative, summative)? Using learning from your readings, how might the assessment be re-	Wednesday, January 14 Initial Response (IR_ posted in D2L Discussions), by Wednesday 11:59 pm Considered Response (CR posted in D2L Discussions), Sunday, 11:50 pm First Live Seminar, Zoom, Wednesday, January 14th, 9:00-11:00 am AB time. Topic for both the Live Seminar and for professional conversations posted in Discussion in D2L: *Situating yourself once again in the assessment and evaluation landscape: Problems issues, questions…and successes in your assessment and*

		envisioned to honor the 'gifts' of the learner?	*evaluation professional practice. Share a memory about past assessment or describe a situation of "othering" of students in classrooms.*
Week 2 Jan 19-23	**Topic: Balanced Assessment** **Positioning Statement** **Balanced assessment means designing and implementing three expressions of assessment and evaluation:** **Assessment for learning** is designed to give teachers information to modify and differentiate teaching and learning activities. Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning. **Assessment as learning** is sometimes categorized as a formative assessment approach. Includes strategies and tactics that a teacher designs for learners to reengage with some previous learning experience, but this time with attention to learners' self-regulation and use of meta cognition. **Assessment of learning** is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others.).	Readings: Wiliam (2011). Tasks: Submit draft of LT1 for formative assessment In Discussions in D2L post by Wednesday 11:59 pm a 250-word IR to one of the two DQs. Then by Sunday, 11:59 pm post two CRs to two of your peers' IRs Discussion Questions (DQs): Week 2 If you were asked the following question during your teacher job interview: "Why is it important for you to understand the purposes of different forms of assessment as an assessment-literate teacher in our school?" How would you respond and what examples would you provide? Is it up to you to lead the rebuilding of assessment and evaluation practices that support all learners whose voices and stories we want to support. How will you answer the call in your role as an advocate and activist? Where might you begin? Use research to support your thinking.	Wednesday, Week 2 IR posted Wednesday 11:59 pm CR Week 2 Sunday, 11:59 pm Second Live Seminar, Zoom, Wednesday, January 21st, 9:00=11:00 am AB time Topic for both the Live Seminar and for professional conversations post in Discussions in D2L: *Let's be honest about the chances for balanced assessment in my classroom: Problems, issues, questions…solutions and answers. Why is it important to understand different forms of assessment? Or, how would you rebuild assessment and evaluation practices in schools.*

| Week 3 Jan 26-30 | **Week 3: High Quality Assessment**

 Positioning Statement

 Week 3 includes a focus on one possibility for high quality assessment, the use various expressions of "performance assessment." Performances make students' learning visible and therefore provides you with the best opportunities to design and implement high quality assessment. | Readings

 Dann, R. (2014)

 Tasks:

 In Discussions in D2L post by Wednesday 11:59 pm a 250-word IR to one of the two DQs. Then by Sunday, 11:59 pm post two CRs to two of your peers' IRs

 Discussion Questions for Week 3:

 Can you formulate a few emerging possibilities for students to give visible evidence of their learning?
 How do performances (student's opportunities to provide visible expressions of learning) and inspire learning?

 Using your desired professional context (school, grade, discipline), how might you implement visible expressions of learning, into your practice? In your response, integrate insights from course readings or relevant research to support your analysis and proposed strategies | Wednesday, Week 3

 IR posted Wednesday 11:59 pm

 CR Week 3 Sunday, 11:50 pm

 Third Live Seminar, Zoom, Wednesday, January 28th, 9:00-11:00 am AB time

 Topic: For both Live Seminar and IRs and CRs posted in Discussions

 Sharing of best practices of performance assessment? What practices have worked best for you, what has been effective and why?

 How would you design your assessment and evaluation practices so students can give visible expressions of their learning? |
| Feb 2-6 | Week 4: **Formative Assessment**

 Positioning Statement

 Formative assessment is a term that is sometimes referred to as assessment for learning. It is independent of summative assessment; it exists in a classroom to form, or shape professional practices.

 Formative assessment may include group meetings with students to discuss and share best practices, using compelling questions to organize learning experiences, creating opportunities and spaces for creative problem solving and practices of peer and self-assessment. Peer assessment can take | Readings

 Alberta Assessment Consortium Online Resources

 Lorenzo and Ittelson (2005)
 Discussion Questions for Week 4:

 Consider a time when you used formative assessment in your teaching practice. Perhaps you gave feedback or used self-assessment or peer-assessment with your students. Describe the situation and explain why your use of formative was challenging.

 Drawing on the readings evaluate | Fourth Live Seminar, Wednesday, February 4th, 9:00-11:00 am AB time

 IR posted Wednesday 11:59 pm

 CR Week 4 Sunday, 11:50

 Topic for both Live Seminar and professional conversations in Discussion: |

	many forms, form informal peer 'conversations' that help clarify what worked well and what did not in previous teaching experiences to more structured approaches that include classroom visits. Self-assessment is another form of formative assessment. Through self-assessment teachers can safely identify what worked well and what did not work well in a previously taught course. Teachers can generate their own questions of meaning, regarding why an aspect of their design and implementation did not lead to student learning and achievement of intended outcomes. Self-assessment practices when aligned with peer assessment provide a compelling and effective means of formative assessment.	your formative assessment practices in relation to the philosophies and practices discussed. Explain how you might improve that experience, citing support from the readings *Consider this presupposition in your IR. Challenge or affirm it, that formative assessment is most effective when it is ongoing, collaborative, comprehensive. Teachers and students use assessment for learning feedback to continually improve upon both their (teacher and student) work. Teachers can use it to improve their own practice as they see what works and what does not work/needs to be adjusted in their professional practices.*	*Sharing of best practices of formative assessment: What was effective and why? Draw on readings to explain how you might improve your formative assessment practices.*
Feb 9-11	Week 5: Topic **Measurement and Reporting** Positioning Statement *"Let me ask you some questions so that I can give you some information."* Louis B. Mayer Here are a set of questions for your final consideration in this course. These questions have most to do with measurement and reporting, whether for summative purposes or for formative and assessment as learning purposes. How do you want to display student progress and 'weakness' (opportunities to progress) to students and parents?? How do you intend to interpret a student's score? Do you compare it to other students' scores? Norm referenced? Is it important to identify in qualitative terms a student's level of achievement e.g. exceeded grade expectations, met grade expectations…and so on. What is your preferred way of reporting	Readings Alberta Assessment Consortium Online Resources Submit first draft of LT2 for formative assessment Discussion Questions for Week 5 *The most important things cannot be assessed, measured or graded and reported on-effort, work habits, kindness, justice…so we teachers should only assess achievement.*	Wednesday, Week 5 IR posted Wednesday 11:59 pm CR Week 5 Sunday, 11:50 pm Fifth Live Seminar, Zoom, Wednesday, be 11, 9:00-11:00 am AB time Topic: *Sharing of your best practices in assessment and evaluation, measurement and reporting. An online Maker Faire. Include your current position regarding what should be assessed and evaluated, and what should not be assessed and evaluated.*

progress to parents, a form of communication that is understandable and relevant? Are you committed to arriving at a number, a letter that symbolizes qualitative description of learning? Or do you wonder about the value of qualitative descriptors like criteria and rubrics to measure and report learning. Have you properly weighted each component? Used norm referenced evaluation to-reflect relative performance (comparison to other students)? Reflect absolute performance when compared to specific performance standards? Do you depend on testing and comparison to a set of performance expectations standards? Based on criterion referenced assessment)? Should summative assessment reflect absolute performance arrive at compared to specific performance standards? (some parents will want this) Can you explain to parents how other factors will be considered and reported on (resilience, work habits, effort…)? Finally, regarding reporting to students and parents, would you write letters to parents/guardians? Showcase student portfolios as one means of reporting learning to parents, identifying strengths and opportunities for the student to learn? Would you consider using maker faire approaches to report learning? Parent-teacher conferences e.g. student-led ones. Should students be participants in your assessment, evaluation, measurement and reporting of their learning? Would your report include comparisons to previous work?		

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS:

There are two required Learning Tasks for this course. APA 7 style for citation and reference is expected for all assignments completed in this course. Please refer to the library citation tools & resources – https://library.ucalgary.ca/guides/education-apa

LEARNING TASK 1: *Reflection as Assessment as Learning - DUE: January 29*

Options for students to choose one from (50%)
- Manifesto (promises and commitments they will make regarding assessment and evaluation in their classroom and with learners)
- Graphic Organizer (students personal organization or "arrangement of professional practices" that are inclusive of assessment of/for/as learning)
- Concept Paper (student document that outlines a proposed approach they will take as a professional educator, that includes the purpose, goals and intended outcomes of their assessment and evaluation program of assessment and evaluation)
- General Outcome (design an overall assessment and evaluation approach with strategies, tactics, logistics, and relationship enhancers based on one outcome you choose from Alberta Education's Program of Studies

This learning task serves as a sequel to EDUC 456 Assessment and a complement to EDUC 556 Professional Development and Lifelong Learning.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

- Content
- In-depth analysis
- Connections to the real world
- Academic writing

2. **LEARNING TASK 2: Designing and Developing an Assessment Toolkit for AfL, AaL, and AoL Practices– DUE: February 12**

In this learning task, you are required to design and develop an assessment toolkit for AfL, AaL, and AoL practices in your teaching subject. Building on the lesson plan in your Specialization II, your assessment toolkit should include AfL and AaL strategies along with AoL (a balance between formative assessment and summative assessment). You may choose to work individually or work in a small group (2–3 members). Ideally, you should be able to design and develop your assessment toolkit digitally using an online platform (e.g., Google Docs.) of your choice. Full rubrics will be co-developed with you and discussed in class and made available on D2L.

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CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

- Content
- Alignment between learning outcomes and assessment strategies
- Reflection
- Presentation
- Collaboration (group work)

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

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

COMPLETION OF ALL LEARNING TASKS REQUIRED TO PASS THE COURSE

All Learning Tasks must be completed with a passing grade in order to pass the course. If a Learning Task is missing or receives a grade below passing, students must communicate with the instructor about what is needed to complete the Learning Task with a passing grade.

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date** or marks will be deducted. 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. https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1

GROUP TASKS AND GRADING

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. All members of a group who are members of the group at the time of submission to D2L will receive the same grade.

STATEMENT ON INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations, notes, case studies, assignments etc.) remain the intellectual property of the instructor. These materials may NOT be shared, 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.

STATEMENT ON STUDENT USE OF GENERATIVE AI

Students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments. However, students are ultimately accountable for the work they submit as if they are the author (e.g., responsible for all matters related to copyright, academic misconduct, etc.), and any content generated or supported by an artificial intelligence tool must be cited appropriately. Furthermore, students are required to disclose the nature of their usage of AI for any assignments on which they employ AI.

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

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

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

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

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

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

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

Academic Accommodation

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

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

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

Research Ethics

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

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

For further information see E.5 Ethics of Human Studies https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: https://www.ucalgary.ca/legal-services/access-information-privacy

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy.

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

Other Important Information
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
•	Wellness and Mental Health Resources
•	Student Success
•	Student Ombuds Office
•	Student Union (SU) Information
•	Graduate Students' Association (GSA) Information
•	Emergency Evacuation/Assembly Points
•	Safewalk

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

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

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