

**WERKLUND SCHOOL OF EDUCATION
UNDERGRADUATE PROGRAMS IN EDUCATION**

EDUC 450 DIVERSITY IN LEARNING, WINTER 2014

Instructors	Sections, Days, Times & Rooms	Phone	Email
Dr. Tonya Callaghan	S01: W & F 8:00 – 9:50 am EDC 255	403-210-7867	tdacalla@ucalgary.ca
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Dr. Darren Lund	S04: W & F 8:00 – 9:50 am SS 006	403-220-7365	dlund@ucalgary.ca
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Dr. Greg Lowan-Trudeau	S08: W & F 8:00 – 9:50 am SA 107	403-220-7922	gelowan@ucalgary.ca
Dr. Diane Watt	S09: W & F 8:00 – 9:50 am SA 235	403-210-9212	dwat@ucalgary.ca
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OFFICE HOURS: After class or by appointment

Term Dates: Start of winter term: Wednesday, January 8, 2014
 Reading week: Monday, February 17, 2014 – Friday, February 21, 2014
 End of winter term: Tuesday, March 18, 2014
 Field Experience: Field II, Year 1, Semester 2 **starts** Tuesday, March 25, 2014
 Field II, Year 1, Semester 2 **ends** Wednesday, April 23, 2014

COURSE DESCRIPTION: Diversity in Learning places an emphasis on the needs of individual learners, and on creating healthy and inclusive classrooms for *all* students. This course explores key topics in inclusive education from an interdisciplinary perspective. The first part of the course is informed by critical social theories that explore power and privilege in educational contexts with a view towards thinking critically about the social context in which people teach and learn. Critical perspectives on diversity in learning often reveal multiple inequalities that influence access to, treatment in, and outcomes of schooling. Schools alone did not create these inequalities and teachers alone cannot be expected to solve them. However, teaching is often regarded as a political and moral enterprise, and teachers' daily actions *do* matter in building a more just and caring society that is appreciative of diversity. The second part of the course examines theories and best practices regarding exceptionalities gained from the discipline of educational psychology. The twenty classes that comprise this course cover a wide range of diversity issues in learning and emphasize a re-framing of difference and diversity away from a deficit model. The topics to be explored include: defining the diversity agenda, placing whiteness within diversity, race and ethnicity, sexuality and gender, religion as diversity, social and economic class, urban and rural diversity, understanding particular learning and cognitive disabilities, appreciating gifted and talented students, planning for various emotional and behavioral disorders, and critiquing the medical model of disability.

COURSE EXPECTATIONS: In order to be successful in this course, you are required to complete all of the readings, attend class regularly, participate in discussions and activities, and complete all assignments.

LEARNER OUTCOMES:

Students should be able to:

- Recognize the various ways inclusion, exclusion, and discrimination manifest in school settings;
- Identify the contexts of social inequities in Canada and beyond;
- Listen to new information with neutrality;
- Design a personalized discovering diversity project that involves devising strategies for learning to unlearn limiting discriminatory views;
- Revise judgments and change behaviour in light of new evidence;
- Evaluate the implications of action/inaction, privilege, racism, heterosexism, and classism;
- Create a Learner Profile and Learning Plan for students who are differently-abled;
- Critique the implications of ableism and envision physical diversity as just another way of being;
- Demonstrate sensitivity toward individual and cultural differences; and
- Formulate strategies for incorporating a respect for diversity into teacher praxis.

COURSE DESIGN AND DELIVERY:

EDUC 450 Diversity in Learning follows a common course outline that is interpreted in the unique ways of each instructor who prepares learning opportunities for students using a variety of teaching methods and styles. The commonality of the course outline does not guarantee uniformity across sections.

REQUIRED READINGS:

Steinberg, S. R. (Ed.). (2009). *Diversity and multiculturalism: A reader*. New York, NY: Peter Lang.
Various selections on exceptionalities from the Alberta Ministry of Education.

RECOMMENDED READINGS:

Carr, P. R., & Lund, D. E. (Eds.). (2007). *The great white north? Exploring whiteness, privilege and identity in education*. Rotterdam, The Netherlands: Sense.

DePass, C. M. (2008). Rockstone under river bottom: Memories of a Caribbean childhood. In A. Abdi & G. Richardson (Eds.), *Decolonizing democratic education: Trans-disciplinary dialogues* (pp.151-160). Rotterdam, The Netherlands: Sense.

Egbo, B. (2009). *Teaching for diversity in Canadian schools*. Toronto, ON: Pearson Canada.

Lowan-Trudeau, G. (2012). Methodological métissage: An interpretive Indigenous approach to environmental education research. *Canadian Journal of Environmental Education*, 17, 113-130.

Naqvi, R. (Ed.). (2008). *Living together: Muslims in a changing world, Curriculum Series*. Retrieved from <http://www.islamichistorymonth.com/ihmc2010/education/students/>

Ottmann, J. (2010). Institutional praxis: Change and establishing meaningful partnerships with indigenous peoples. *Ngoonjook Batchelor Journal of Aboriginal Education*, 34, 37-56.

Sensoy, O., & DiAngelo, R. (2012). *Is everyone really equal? An introduction to key concepts in social justice education*. New York, NY: Teachers College Press.

ASSIGNMENTS – AN OVERVIEW

ASSIGNMENT NAME	DUE DATE	WEIGHTING % OF GRADE
Planning for the Discovering Diversity Project	Wed., January 29	10%
Discovering Diversity Project	Wed., February 12	55%
Creating a Learner Profile and a Learning Plan	Friday, March 7	35%

WEEKLY COURSE SCHEDULE:

This schedule may change to meet the emerging needs and dynamics of the participants in the course.

Date	Topic	Readings and Tasks
Jan. 8	Defining the Diversity Agenda	<p>Examining power and privilege from a critical perspective.</p> <p>Developing critical diversity and multiculturalism practices in education.</p> <p>Exploring multiple dimensions of domination through an anti-oppression education lens.</p> <p>Identifying power blocs formed by the axes of power associated with class, race, and gender.</p> <p>Required Reading:</p> <p>Steinberg, S. R., & Kincheloe, J. L. (2009). Smoke and mirrors: More than one way to be diverse and multicultural. In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 3-22). New York, NY: Peter Lang.</p>
Jan. 10	Placing Whiteness Within Diversity	<p>Studying the effects of oppression on the oppressed <i>and</i> its impact on the privileged as well.</p> <p>Exploring whiteness, privilege, and identity in education → <i>The Great White North?</i></p> <p>Recognizing that failing to problematize whiteness is to reinforce it.</p> <p>Understanding that white power and privilege is intertwined with neoliberalism and the political systems that maintain hegemony.</p> <p>Required Reading:</p> <p>Carr, P. R., & Lund, D. E. (2009). The unspoken color of diversity: Whiteness, privilege, and critical engagement in education. In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 45-55). New York, NY: Peter Lang.</p>

Date	Topic	Readings and Tasks
Jan. 15	Race and Ethnicity Addressing diversity ... in the classroom	<p>Implementing a culturally responsive pedagogy of relations.</p> <p>Recognizing that teacher action is central to educational reform for it is in the classroom that change begins.</p> <p>Identifying two philosophical positions on school improvement: the Culturalist approach, and the Structuralist approach.</p> <p>Identifying the key to progressive educational reform, which is teacher action supported by responsive structural reform.</p> <p>Required Reading:</p> <p>Bishop, R. (2009). Addressing diversity: Race, ethnicity, and culture in the classroom. In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 111-121). New York, NY: Peter Lang.</p>
Jan. 17	Race and Ethnicity The banality of colonialism	<p>Understanding that colonialism involves ongoing acts of cultural reproduction, efforts at fixed meaning, selective remembering, and deliberately engineered forgetting.</p> <p>Identifying the task of anti-colonial pedagogy, which is to disrupt the apparent “natural order of things” and make visible its constructed nature.</p> <p>Exploring a virtual ethnography of six artifacts of colonialism.</p> <p>Recognizing that anti-oppression educators critically engage with colonized material and symbolic spaces by re-marking them and re-naming them.</p> <p>Required Reading:</p> <p>Stanley, T. J. (2009). The banality of colonialism: Encountering artifacts of genocide and white supremacy in Vancouver today. In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 143-159). New York, NY: Peter Lang.</p>
Date	Topic	Readings and Tasks
Jan. 22	Sexuality and Gender Creating schools that value sexual diversity	<p>Understanding that sexual diversity education is about respect, physical and emotional safety, friendships, family dynamics, and the harmful impact of inaccurate myths and stereotypes about sexuality.</p> <p>Sexuality: Everyone has one (including asexuals & the youth in your classrooms).</p> <p>Examining the legal issues around talking about sexuality in schools.</p> <p>Making schools more inclusive and supportive of sexual diversity.</p>

		<p>Required Reading:</p> <p>Meyer, E. J. (2009). Creating schools that value sexual diversity. In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 173-192). New York, NY: Peter Lang.</p>
Jan. 24	<p>Sexuality and Gender</p> <p>Untangling ‘gender diversity’</p>	<p>Learning about genderism, an ideology that polices gender non-conformity.</p> <p>Examining three models of gender and emphasizing Judith Butler’s (1999) theory of gender performativity.</p> <p>Understanding that genderism applies to everyone and that some enjoy gender-normative privilege while others experience gender non-normative oppression.</p> <p>Learning to avoid making implicit or explicit assumptions about people based on what we see – or don’t see – on their bodies.</p> <p>Becoming more conscious of genderism as a socially stratifying system of privilege and oppression.</p> <p>Required Reading:</p> <p>Airton, L. (2009). Untangling ‘gender diversity’: Genderism and its discontents (i.e., everyone). In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 223-245). New York, NY: Peter Lang.</p>
Date	Topic	Readings and Tasks
<p>Jan. 29</p> <p>Due Date:</p> <p>Planning for the Discovering Diversity Project is due Jan. 29</p>	<p>Religion as Diversity</p> <p>... in our classrooms</p>	<p>Exploring the professional choices teachers make when confronted with various decisions regarding religious instruction.</p> <p>Analyzing how charity, sustainability, and justice can be meaningfully and collaboratively constructed into an educational program.</p> <p>Critically examining how teachers view themselves and their role in schools vis-à-vis promoting one religion as superior to others.</p> <p>Required Reading:</p> <p>Stonebanks, C. D., & Stonebanks, M. (2009). Religion and diversity in our classrooms. In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 307-319). New York, NY: Peter Lang.</p>
Jan. 31	<p>Religion as Diversity</p> <p>... and the winter</p>	<p>Becoming comfortable with discomfort.</p> <p>Differentiating discrimination from oppression.</p> <p>Analyzing institutionalized oppression and privilege.</p>

	holiday problem	<p>Identifying three levels of privilege and oppression.</p> <p>Deconstructing Christian privilege.</p> <p>Understanding that religious oppression at the structural level is everywhere.</p> <p>Reconceptualizing the winter holiday problem.</p> <p>Required Reading:</p> <p>Sensoy, O. (2009). Kill Santa: Religious diversity and the winter holiday problem. In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 321-330). New York, NY: Peter Lang.</p>
Date	Topic	Readings and Tasks
Feb. 5	<p>Social and Economic Class</p> <p>... and schooling</p>	<p>Exploring the relationship between social class and schooling.</p> <p>Comprehending how schools have not become an equalizer.</p> <p>Making connections between critical pedagogy, social justice, and class.</p> <p>Identifying the myths of meritocracy and a classless society.</p> <p>Recognizing that capitalism depends on social classes in order to function.</p> <p>Explaining social class inequalities.</p> <p>Recognizing teaching as a political act.</p> <p>Required Reading:</p> <p>Grinberg, J., Price, J., & Naiditch, F. (2009). Schooling and social class. In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 265-278). New York, NY: Peter Lang.</p>
Date	Topic	Readings and Tasks
Feb. 7	<p>Urban and Rural Diversity</p> <p>Rurality & locality</p>	<p>Identifying that, as North America becomes increasingly urban and suburban, “rurality” – the act of living in a rural area – has been relegated to a second-class cultural status.</p> <p>Understanding that rural areas are significantly diverse along racial, ethnic, religious, and socioeconomic lines.</p> <p>Appreciating that rural or small-town culture has made significant contributions to the greater culture and that greater opportunities for political involvement make rural areas vital agents for democracy.</p>

		<p>Required Reading:</p> <p>Theobald, P., & Herley, W. (2009). Rurality, locality, and the diversity question. In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 423-434). New York, NY: Peter Lang.</p>
Date	Topic	Readings and Tasks
<p>Feb. 12</p> <p>Due Date:</p> <p>Discovering Diversity Project is due Feb. 12</p>	<p>Students with Disabilities</p>	<p>Understanding how a differentiated approach supports students with disabilities.</p> <p>Introducing learner profiles and assessment.</p> <p>Identifying essential instructional components for students with disabilities.</p> <p>Illustrating scaffolding instruction, effective supports, and assistive technology.</p> <p>Required Reading:</p> <p>Alberta Education (2010). Chapter 8: Students with disabilities. In Alberta Education (Ed.), <i>Making a difference: Meeting diverse learning needs with differentiated instruction</i> (pp. 115-142). Edmonton, AB: Author.</p> <p>Link to Chapter 8: Students with Disabilities: http://education.alberta.ca/media/1234001/11_ch8%20students.pdf</p>
<p>Feb. 14</p>	<p>Gifted and Talented Students</p>	<p>Emphasizing that students who are gifted require differentiated programming and supports to meet their exceptional learning needs.</p> <p>Discovering that differentiated instruction can provide appropriate challenges for gifted students and, without differentiating learning, the gifted students may be the ones in the class who learn the least.</p> <p>Understanding the goal of differentiating for gifted students is to engage these students much more deeply and to maximize their learning potential.</p> <p>Required Reading:</p> <p>Alberta Education (2010). Chapter 10: Students who are gifted. In Alberta Education (Ed.), <i>Making a difference: Meeting diverse learning needs with differentiated instruction</i> (pp. 171-194). Edmonton, AB: Author.</p> <p>Link to Chapter 10: Students Who Are Gifted: http://education.alberta.ca/media/1234009/13_ch10%20gifted.pdf</p>
Reading Week	Reading Week	<p style="text-align: center;">Reading Week Monday, February 17 – Friday, February 21</p>

Date	Topic	Readings and Tasks
Feb. 26	Emotional and Behavioral Disorders Mental Health	<p>Understanding how medical conditions and disabilities can impact students' learning, students' social and emotional behaviour, and the classroom environment.</p> <p>Developing functional behaviour assessments based on an understanding of the behaviour escalation cycle and ways to de-escalate conflict situations.</p> <p>Required Reading:</p> <p>→ Alberta Education (2011). Anxiety disorder; conduct disorder; depression; obsessive compulsive disorder; oppositional defiant disorder; reactive attachment disorder. In Alberta Education (Eds.), <i>Medical/disability information for classroom teachers</i>. Edmonton, AB: Author.</p> <p>Link to <i>Medical/disability information for classroom teachers</i>: http://www.learnalberta.ca/content/inmdict/html/index.html</p> <p>Please click on the links to the six disorders listed above for important and helpful information.</p> <p>→ Alberta Regional Professional Development Consortia (ARPDC) (2008). Key element #4: Understanding student behavior [webinar or PowerPoint]. In ARPDC (Eds.), <i>Supporting positive behavior in Alberta schools</i>. Edmonton, AB: Author.</p> <p>Link to <i>Supporting positive behavior in Alberta schools</i>: http://www.inclusiveeducationpdresources.ca/positive-behaviour-support/spb_in_alberta_schools.php</p> <p>Please scroll down to a chart containing Key Element #4: Understanding Student Behaviour, and select the webinar or PowerPoint version.</p>
Date	Topic	Readings and Tasks
Feb. 28	Attention Deficit Hyperactivity Disorder	<p>Understanding that students who have been diagnosed with Attention Deficit/Hyperactivity Disorder (AD/HD) often possess the knowledge and skills to meet curriculum demands, but their difficulties with attention, impulsivity, and organizing prevent them from performing consistently.</p> <p>Recognizing that students with AD/HD need supportive learning environments to succeed in school.</p> <p>Required Reading:</p> <p>→ Alberta Education (2011). Attention Deficit/Hyperactivity Disorder. In Alberta Education (Eds.), <i>Medical/disability information for classroom</i></p>

		<p><i>teachers</i>. Edmonton, AB: Author.</p> <p>Link to the ADHD file: http://www.learnalberta.ca/content/inmdict/html/adhd.html</p> <p>→ Alberta Education (2006). Chapter 4: Creating supportive classroom environments. In Alberta Education (Eds.), <i>Focusing on success: Teaching students with attention deficit hyperactivity disorder</i> (pp. 43-61). Edmonton, AB: Author.</p> <p>Link to Chapter 4: Creating Supportive Classroom Environments: http://education.alberta.ca/media/511987/focus.pdf</p> <p>Please scroll down to Table of Contents and find Chapter 4.</p>
Date	Topic	Readings and Tasks
March 5	Fetal Alcohol Spectrum Disorder (FASD)	<p>Understanding that many students with Fetal Alcohol Spectrum Disorder (FASD) require a specialized approach in different areas of their educational programming.</p> <p>Identifying effective classroom strategies that may be beneficial to organizing and supporting learning for FASD students.</p> <p>Required Reading:</p> <p>→ Alberta Education (2011). Fetal Alcohol Spectrum Disorder (FASD). In Alberta Education (Eds.), <i>Medical/disability information for classroom teachers</i>. Edmonton, AB: Author.</p> <p>Link to the FASD file: http://www.learnalberta.ca/content/inmdict/html/fasd.html</p> <p>→ Alberta Education (2004). Chapter 3: Teaching students with Fetal Alcohol Spectrum Disorder (FASD). In Alberta Education (Eds.), <i>Building strengths, creating hope</i> (pp. 27-49). Edmonton, AB: Author.</p> <p>Link to Chapter 3: Teaching Students with FASD: http://education.alberta.ca/media/414096/fasd3.pdf</p>
<p>March 7</p> <p>Due Date:</p> <p>Creating a Learner Profile and a Learning Plan is due</p> <p>March 7</p>	Autism Spectrum Disorder (ASD)	<p>Understanding that autism spectrum disorders (ASD) are complex, lifelong neurological disorders that affect the functioning of the brain.</p> <p>Appreciating that students who have been diagnosed with ASD have developmental disabilities that can impact how they understand what they see, hear and otherwise sense, which in turn can result in difficulties with communication, behaviour and relationships with other people.</p> <p>Recognizing that ASD can range from mild to severe and may be accompanied by other disorders, such as learning disabilities, anxiety, attention difficulties or unusual responses to sensory stimuli.</p>

		<p>Required Reading:</p> <p>→ Alberta Education (2011). Autism Spectrum Disorders (ASD). In Alberta Education (Eds.), <i>Medical/disability information for classroom teachers</i>. Edmonton, AB: Author.</p> <p>Link to the ASD file: http://www.learnalberta.ca/content/inmdict/html/autism.html</p> <p>→ Alberta Education (2003). Chapter 5: Classroom instruction. In Alberta Education (Eds.), <i>Teaching students with Autism Spectrum Disorders</i> (pp. 39-82). Edmonton, AB: Author.</p> <p>Link to Chapter 5: Classroom instruction: http://education.alberta.ca/media/512925/autism3.pdf</p>
Date	Topic	Readings and Tasks
March 12	Physical diversity as simply another way of being: A critique of the medical model of disability	<p>Understanding physical diversity as simply another way of being.</p> <p>Developing an awareness of Ableism in secondary and post-secondary education.</p> <p>Reframing the “medical model” perspective.</p> <p>Required Reading:</p> <p>Connor, D. J., & Baglieri, S. (2009). Tipping the scales: Disability studies asks “How much diversity can you take?” In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 341-361). New York, NY: Peter Lang.</p>
March 14	A critique of the medical model of disability (continued)	<p>Discovering disability as diversity – in schools and teacher education.</p> <p>Critiquing the medical model of disability (continued).</p> <p>Required Reading:</p> <p>Ware, L. (2009). The hegemonic impulse for health and well-being: A saga of the less well and less worthy. In S. R. Steinberg (Ed.), <i>Diversity and multiculturalism: A reader</i> (pp. 363-376). New York, NY: Peter Lang.</p>

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur in response to student questions and conversations.

ASSIGNMENTS – IN DETAIL

1. PLANNING FOR THE DISCOVERING DIVERSITY PROJECT

DUE: This assignment is due on Wed., January 29, and is weighted at 10% of the final grade. Please follow instructor guidelines for specific details regarding formatting and submission.

In order for the “Discovering Diversity Project: Experiencing Difference and Raising Consciousness” to be impactful and meaningful for you personally, careful and intentional planning is essential. As you can see from the description of the Discovering Diversity Project on the next pages, the potential for profound learning and understanding is reliant on your ability to interrogate your own identity and areas/communities/concepts that you would like to learn more about. This requires some personal reflection on your part. Ask yourself: “What are some areas that I could develop a more open mind about?” Only you will know the answer to this question, but it could be something having to do with race, sexuality, gender, religion, class, rurality, or disability (the topics of this course). Please do not feel as though you have to wait for the date your particular topic will be covered in class – read carefully through the weekly course schedule and feel free to read ahead to determine a topic that will be most illuminating for you. Once you have selected a topic, write a one-page, double-spaced plan that addresses the following questions:

PLANNING FOR THE DISCOVERING DIVERSITY PROJECT

EDUC 450 Student Name: _____

1. What is your proposed plan (activity, dates, time, duration, location)?
2. Who is/are the facilitator(s) of this event? Provide contact information.
3. Why have you chosen this specific event? Provide a brief paragraph rationale.
4. What are your assumptions and understandings going into the event about the group/community/individual?
5. What stage are you at in terms of organizing your activity and participation?
6. What supports do you think you might need to be successful in this activity?

CRITERIA FOR ASSESSMENT OF PLANNING FOR THE DISCOVERING DIVERSITY PROJECT

This assignment is evaluated for both content and quality, as per the following rubric:

A (range)	B (range)	C (range)	D+ or D	F
Student critically examines the messages from the readings. Student creates new ideas through integrating several pieces of information.	Student applies understanding to a new situation. Student breaks down assumptions and critically examines them.	Student recalls specific details, information and ideas from the readings. Student translates key information into student’s own words.	Poor understanding of topic; Shows only rudimentary reflection; Offers a weak rationale for selecting the topic; Begins to gesture towards an interrogation of assumptions.	Clear misunderstanding of topic; Does not demonstrate careful reflection; Does not provide a clear rationale for selecting the topic; Does not interrogate assumptions.

2. DISCOVERING DIVERSITY PROJECT: EXPERIENCING DIFFERENCE AND RAISING CONSCIOUSNESS

DUE: This assignment is due on Wed., February 12, and is weighted at 55% of the final grade. Please follow instructor guidelines for specific details regarding formatting and submission.

Some of the objectives for this course include consciousness raising, examining the meanings and implications of action and inaction, and understanding difference. It is also important to connect with others who have different beliefs and/or identities and engage in educational dialogue with individuals of different identities, beliefs, and/or cultural traditions.

To become directly familiar with some of the concepts and ideas we are discussing in class, you are required to turn abstractions into a direct and concrete experience by participating in a “discovery” project outside of class.

You should identify and attend an event in which you, personally, **do not** self-identify. You need to attend an event in which you feel a sense of difference, and in some way out of context. **You must attend this activity alone.** Projects can take many forms and primarily involve participation (e.g., attendance and active involvement) at a pre-approved event or events. These can take place on the University of Calgary campus or elsewhere in the city. The potential for profound learning and understanding is reliant on your ability to interrogate your own identity and areas/communities/concepts that you would like to learn more about. You must practice open-mindedness and respect when engaging in the activity. Enter the situation/event as a learner and discoverer of new concepts and experiences in your life.

Some activities may not be readily open to non-members and may require pre-approval. It is your responsibility to get approval from the event organizer prior to attending. If the organizer would like to contact your EDUC 450 Diversity in Learning instructor regarding the nature of this assignment and your participation in the event, then s/he is free to do so.

Doing anti-discriminatory learning and unlearning is time-consuming and personally challenging. One often ends with as many questions as answers. This experience may be unsettling for some. Please be aware that excellent counseling services are available on the University of Calgary campus at <http://www.ucalgary.ca/wellnesscentre/counselling>.

Please be creative in planning a Discovering Diversity Project that would be most illuminating for you. Below are some ideas/suggestions/recommendations for places you can look for events. By all means, you are free to find your own event or organization that you think would be the best way for you to discover diversity, experience difference, and raise your own consciousness.

<http://www.calgaryscope.org/>

<http://www.momodancetheatre.org/resources.html>

<http://people.ucalgary.ca/~qcampus/events.html>

<http://www.ucalgary.ca/women/resources/database?action=view&id=93>

<http://calgaryoutlink.ca/>

<http://www.cbca.ab.ca/>

<http://www.calgarycentreforculture.org/CCCED/Blog/Blog.html>

<http://www.calgarymulti.com/index.php?id=121>

<http://www.calgarymulti.com/>

<http://www.ucalgary.ca/stopracism/>

<http://www.ffwdweekly.com/calgary-events/other/special-events/>
<http://www.visitcalgary.com/things-to-do/events-calendar>
<http://www.calgarycharityevents.ca/religious-charities>
<http://almoonir.blogspot.ca/2009/02/discover-religious-diversity-calgary.html>
<http://www.discovercalgary.com/Calgary/SightsAttractions/PlacesofWorshipReligiousSites/>
<http://www.ucalgary.ca/wellnesscentre/fsc>
<http://www.mtroyal.ca/CampusServices/CampusResources/Multi-FaithChaplaincy/index.htm>
<http://www.eventbrite.ca/org/2658610910?s=9919446>
<http://www.calgaryislamicschool.com/>
<http://www.thealex.ca/about/our-story/>
<http://www.calgaryfoodbank.com/events>
http://www.ucalgary.ca/news/utoday/october1-2012/rich_poor
<http://www.artistsforthe poor.ca/calgaryartwalk.html>

After your involvement at the event, or at a later date, you should speak with someone at the occasion or from the organization. Making a human connection is part of the assignment. This person could be the speaker, the event organizer, or someone you met at the experience. In other words, engage in a discussion with someone about the event to learn more about it or the community you are exploring. For example, if you are Hindu, attend a Catholic service and ask some questions about the service and faith from the priest. If you are unfamiliar with poverty, you may choose to visit a soup kitchen and meet with members of the community. Please note that in some cases you may be asked to attend an event more than once (e.g., a language group) for a richer experience.

After the event, write a 5-page reflective essay about your experience (double-spaced – approximately 1250 words). Describe the event/activity by outlining who were the co-participants, where you were, why you chose this event, what you learned from participation, and your overall reaction to the experience. Provide evidence that you discovered diversity, experienced difference, raised consciousness, and connected course objectives of understanding diversity in learning. Articulate how this event either reaffirmed or challenged or extended your understanding of the experience/group/event or individual. Make connections to previous assumptions. Provide concrete examples to support your claims. Connect your new understandings to at least two concepts or readings from the course. Include an artifact from the event (if available) and contact information for the event organizer. Attach another copy of your Planning for the Discovering Diversity Project to your Discovering Diversity Project. In the spirit of diversity, you may choose to deliver your Discovering Diversity Project in the form of a 15-minute presentation that is technology-enhanced or arts-informed, but you will still have to hand in a 2-page, double-spaced, reflective essay about your experience of discovering diversity that contains all of the above criteria applicable to the 5-page reflective essay.

CRITERIA FOR ASSESSMENT OF THE DISCOVERING DIVERSITY PROJECT

The assignment “Discovering Diversity Project: Experiencing Difference and Raising Consciousness” is worth 55% of the final grade for this course. Please see rubric on page 15 for grading criteria.

3. CREATING A LEARNER PROFILE AND A LEARNING PLAN

DUE: This assignment is due on Friday, March 7, and is weighted at 35% of the final grade. Please follow instructor guidelines for specific details regarding formatting and submission.

Students will create a Learner Profile and Learning Plan for an imagined K-12 student who is differently-abled in some way and who is also an English Language Learner. This assignment will evaluate students' understanding of key traits and characteristics of a particular exceptionality and their ability to develop an appropriate learner profile for that exceptionality (e.g., Learning Disability; Cognitive Disability; Giftedness; Emotional or Behavioral Disorder; Mental Health Disorder; Attention Deficit or Hyperactivity Disorder; Fetal Alcohol Syndrome; and Autism Spectrum Disorder). Students will be evaluated on their ability to create a plan for learning based on general implications related to the targeted exceptionality and on their ability to incorporate best practices for English Language Learners into the Learner Profile and the Learning Plan.

Task: The task will be two-fold. Students will prepare a:

1. Learner Profile – Demonstrating an understanding of English Language Learners and the characteristics associated with a particular exceptionality through the inclusion of key components in the Learner Profile such as: Learning Style (Visual, Kinesthetic, Auditory, etc.), Strengths, Needs, etc.
2. Learning Plan – Demonstrating an ability to identify important implications to consider when beginning a plan for learning based on a student's particular exceptionality and on the fact that the student is an English Language Learner.

Students will be able to consult two samples of a Learner Profile and Learning Plan, which immediately follow the assessment rubric for this assignment and can be found on pages 17-20 of this course outline. Students are also expected to consult the following guidelines from Alberta Education for developing learner profiles and teaching English language learners:

Alberta Education (2010). Chapter 3: Developing learner profiles. In Alberta Education (Ed.), *Making a difference: Meeting diverse learning needs with differentiated instruction* (pp. 23-44).

Edmonton, AB: Author. Retrieved from

http://education.alberta.ca/media/1233960/6_ch3%20learner.pdf

Alberta Education. (2011). What school administrators need to know about English language learners and ESL programming. Retrieved from

<http://education.alberta.ca/media/6550092/eslstudents.pdf>

CRITERIA FOR ASSESSMENT OF CREATING A LEARNER PROFILE AND A LEARNING PLAN

The assignment "Creating a Learner Profile and a Learning Plan" is worth 35% of the final grade for EDUC 450 Diversity in Learning. Please see rubric on page 16 for grading criteria.

**DISCOVERING DIVERSITY PROJECT:
EXPERIENCING DIFFERENCE AND RAISING CONSCIOUSNESS RUBRIC**

Criteria	Exemplary A (range)	Proficient B (range)	Emerging C (range)	Undeveloped D and below
Clarity of Expression	Strong organization of ideas that are logically presented. Ideas are original and focused. Clear and concise quality of writing throughout that results in high reader interest and engagement with the work.	Ideas are well organized in the writing, which is clear and concise in most parts of the paper and results in reader interest and engagement.	Ideas are presented in an organized fashion. Writing is sometimes unclear and results in a moderate level of reader interest.	Limited clarity of ideas. Fails to engage the reader.
Grammar and Spelling	Correct grammar and spelling through careful choices in syntax and usage.	Correct grammar and spelling with some evidence of thoughtful choices in syntax and usage.	Contains some grammatical and spelling errors.	Contains several grammatical and spelling errors.
Depth of Understanding	Discovering diversity, experiencing difference, and raising consciousness is evident through profound connections between theory and practice.	Discovering diversity, experiencing difference, and raising consciousness is evident through strong connections between theory and practice.	Discovering diversity, experiencing difference, and raising consciousness is evident through sufficient connections between theory and practice.	Discovering diversity, experiencing difference, and raising consciousness is not evident. Only minimal connections are made to theory and practice.
Critique & Critical Analysis	Consistently undertakes a careful and critical analysis of the diversity experience and its implications for practice.	Some evidence of careful and critical analysis of the diversity experience and its implications for practice.	Superficial analysis of the diversity experience and its implications for practice.	Weak analysis of the diversity experience and its implications for practice.
Personal Extension	Risk-taking exemplified by the personalized representation of ideas that either reaffirmed or challenged prior assumptions.	Good evidence of risk-taking reflected by the personalized representation and expression of ideas.	Adequate evidence of personal extension reflected in the personalized representation and expression of ideas.	Limited evidence of personal extension and ideas (e.g., simple and/or stereotypical descriptions, examples or images of the diversity experience).
Active Involvement	Strong evidence of active involvement and attempts to make human connections at the diversity experience.	Evidence of active involvement and attempts to make human connections at the diversity experience.	Evidence of some involvement and attempts to make a degree of human connection at the diversity experience.	Limited evidence of active involvement and attempts to make human connections at the diversity experience.

Mark (55 % of Final Grade): _____

EDUC 450 Student name: _____

Comment:

CREATING A LEARNER PROFILE AND A LEARNING PLAN RUBRIC

Criteria	Exemplary A (range)	Proficient B (range)	Emerging C (range)	Undeveloped D and below
Clarity of Expression	Strong organization of ideas that are logically and succinctly presented. Product is creative, readable, and “teacher-friendly.”	Ideas are well chosen and well organized. Product is easy to read.	Ideas are reasonably well presented but tend to be basic or difficult to understand.	Limited clarity of ideas. Difficult to discern the chosen exceptionality from others.
Grammar and Spelling	Correct grammar, spelling and appropriate diction.	Correct grammar and spelling with some evidence of thoughtful choices in diction.	Contains some grammatical and spelling errors, and displays average choices in diction.	Contains grammatical and spelling errors, and ineffective diction.
Depth of Understanding	Learner Profile descriptions are deeply connected to theory. Learning Plan is comprehensive and insightful.	Learner Profile is mainly informed by theory. Learning Plan identifies many important implications.	Learner Profile touches upon some theory. Learning Plan identifies some important implications.	Learner Profile makes little to no connections to theory. Learning Plan identifies few key implications.
Detail	Learner Profile contains substantial and appropriate descriptions in all 4 components. Learning Plan offers suitable examples of implications in all 3 components.	Learner Profile provides clear descriptions in all 4 components. Learning Plan offers reasonable examples of implications in all 3 components.	Learner Profile provides adequate descriptions in 3-4 components. Learning Plan offers adequate examples of implications in 2-3 components.	Learner Profile offers inadequate and unclear descriptions in 2-3 components. Learning Plan offers inadequate examples of implications in 2-3 components.
Research	Product is clearly informed by best practices offered by Alberta Education and other research. Product draws upon and surpasses ideas and resources offered in template.	Product is somewhat informed by best practices offered by Alberta Education and other research. Product draws upon some ideas and resources offered in template.	Product shows minimal evidence of being informed by research. Product shows little evidence of taking template into consideration.	Product does not show evidence of being informed by research. Product does not take template into consideration.
References	Product contains a complete list of references that are accurately cited using American Psychological Association (APA) format.	Product contains a reasonable list of references that are mainly accurately cited using APA format.	Product contains an adequate list of references that generally follow APA conventions but with some notable lapses.	Product contains few or incomplete references that show little attention to APA standards.

Mark (35 % of Final Grade): _____

EDUC 450 Student name: _____

Comment:

**CREATING A LEARNER PROFILE & LEARNING PLAN
ASSIGNMENT TEMPLATE/SAMPLE FOR JUNIOR HIGH**

EDUC 450 Student Name: _____

Fictitious Student Name: Remus Lupin

Grade: 9

Diversity: Emotional/Behavioral

Code 53: Emotional/Behavioral Disability

LEARNER PROFILE:

<p align="center">Learning Style</p> <ul style="list-style-type: none"> - Visual learner - Visuals such as pictures, diagrams, movies, videos help to aid learning -Present text with videos/audio -Prefers to present learning with graphs and visuals - Benefits from a multi-modal approach 	<p align="center">Interests/Sparks</p> <ul style="list-style-type: none"> - Enjoys playing guitar - Part of school’s Mine Craft Club - Designing computer programs - Has a keen interest in dogs (family runs a dog kennel)
<p align="center">Learner Strengths</p> <ul style="list-style-type: none"> - Interprets charts/graphs, & visuals with ease - Good word decoding and reading comprehension skills - Extensive musical ability - Skilled in computer graphics - Chooses performance over writing - Deep subject interests - Independent learner - Perceptive - Good writing skills - Speaks 3 languages 	<p align="center">Learner Needs</p> <ul style="list-style-type: none"> - Lacks self-regulation skills (anger) - Difficulty starting conversations, entering groups - Difficulty shifting from original plan - Difficulty seeking attention in positive ways - Difficulty accepting feedback - Difficulty working on group projects - Difficulty contributing to classroom discussions - Often disengaged with lesson content

LEARNING PLAN:

<p>Environmental Implications:</p> <ul style="list-style-type: none"> ➤ Make sure student has access to individual work space when providing choice for individual or group activities ➤ Provide a quiet and safe calming space ➤ Provide a visual schedule & observable day/class agendas ➤ Be aware of providing transition cues when changing classes or activities ➤ Provide a word wall in an organized and grouped manner
<p>Instructional Implications:</p> <ul style="list-style-type: none"> ➤ Provide cooperative group “roles” and guidelines for all group assignments

- Allow student to choose to do individual projects as required
- Use of visuals (graphs, models) when presenting information
- Encourage student to use oral & visual presentations when appropriate
- Allow student to use a visual journal when learning about new concepts
- Include culturally relevant material to engage student (allows student to demonstrate knowledge of his culture and his own areas of expertise)
- Use graphic organizers to introduce and assess concepts
- Ensure appropriate wait times are given (allows student to translate terms or formulate answer)

Social/Emotional Implications

- Provide one-to-one instruction on self-regulation strategies
- Remind student of self-regulation strategies with a cue or with a visual
- Small group social skills training with school guidance counselor
- Help student gain self-advocacy skills when working with new teachers or adults in the school
- Use involvement in Mine Craft Club at lunch to implement group-joining and friend-making skills
- Involve student in Green Team, or other leadership groups so he is noticed in “positive” ways; can also have student help others in class with computer-related activities
- Provide descriptive praise
- Affirm identity by providing opportunities to use his other languages

REFERENCES

Alberta Education (2011a). Conduct disorder. In Alberta Education (Eds.), *Medical/disability information for classroom teachers*. Edmonton, AB: Author. Retrieved from http://www.learnalberta.ca/content/inmdict/html/conduct_disorder.html

Alberta Education. (2011b). What school administrators need to know about English language learners and ESL programming. Retrieved from <http://education.alberta.ca/media/6550092/eslstudents.pdf>

Alberta Education (2012). Special education coding criteria. Edmonton, AB: Author. Retrieved from <http://education.alberta.ca/media/825847/spedcodingcriteria.pdf>

Greene, R. W. (2012, December 11). Assessment of lagging skills and unsolved problems [discussion guide for educators who work with children or adolescents]. Retrieved from <http://www.cpsconnection.com/sites/cpsconnection.com/files/ALSUP%20Rev%2011-12-12%20pdf%20%282%29.pdf>

CREATING A LEARNER PROFILE & LEARNING PLAN ASSIGNMENT TEMPLATE/SAMPLE FOR ELEMENTARY

EDUC 450 Student Name: _____

Fictitious Student Name: Cho Chang

Grade: 6

Diversity: Learning Disability **Code 54: Learning Disability**

LEARNER PROFILE:

<p style="text-align: center;">Learning Style</p> <ul style="list-style-type: none"> - Kinesthetic learner - Likes to build models, create replicas - Drawing, designing, making art - Speaks with hands and gestures - Often doodles while listening 	<p style="text-align: center;">Interests/Sparks</p> <ul style="list-style-type: none"> - Enjoys visual arts & sculpture - Plays on school's junior volleyball team - Enjoys sports - Has a keen interest in stars/astronomy
<p style="text-align: center;">Learner Strengths</p> <ul style="list-style-type: none"> - Interprets charts/graphs, & visuals with ease - Good pronunciation - Good reading comprehension - Creative imagination - Chooses dramatic skits when offered - Makes puzzles and games - Strong computer skills - Logical thinker - Optimistic - Works well when motivated - Bilingual 	<p style="text-align: center;">Learner Needs</p> <ul style="list-style-type: none"> - Weak word recognition skills - Difficulty with story structures - Poor handwriting and spelling - Difficulty completing written assignments - Poor organization of assignments and ideas - Difficulty accepting feedback - Difficulty working on group projects - Poor academic self-esteem - Weak academic language - Difficulty with focusing attention - Difficulty identifying key concepts

LEARNING PLAN:

<p>Environmental Implications:</p> <ul style="list-style-type: none"> ➤ Make sure student has access to individual work space when providing choice for individual or group activities ➤ Student should have access to classroom computer and/or personal computer with audio capabilities to support written expression ➤ Student should easily access art and drawing supplies readily available in classroom
<p>Instructional Implications:</p> <ul style="list-style-type: none"> ➤ Intensive smaller group instruction to assist with story or essay writing assignments ➤ Guided outlines to assist with completion of assignments and with writing activities ➤ Provide alternatives to writing to show understanding for content or knowledge outcomes unrelated to the writing process (podcasts, iMovie, slide share) ➤ Use of visuals (graphs, models) when presenting information, and allow for hands-on experiences when presenting concepts and new material

- Encourage student to use oral & visual presentations when appropriate
- Allow student to use a “doodle” or “art” journal when learning about new concepts
- Give student opportunities to integrate interest in sports and astronomy into research or problem-solving projects
- Integrate explicit language instruction into lessons to build language proficiency
- Pair student up with stronger student’s to allow for group collaboration and cooperative learning
- Teach and reinforce sequencing; first, second, third, beginning, middle, end
- Break tasks into small steps and define each step

Social/Emotional Implications

- Provide firm cooperation guidelines and roles when student works in groups with others
- Small group social skills training with school guidance counselor
- Help student gain self-advocacy skills when working with new teachers or adults in the school
- Use involvement on sports teams to learn new social skills
- Affirm identity by allowing student to write and/or develop ideas in her native language (L1)
- Work on strategies to build student’s self-esteem by praising accomplishments

REFERENCES

- Alberta Education (2003). Key 9: Instruction. In Alberta Education (Eds.), *Unlocking potential: Key components of programming for students with disabilities* (pp. 53-72). Edmonton, AB: Author. Retrieved from http://www.education.alberta.ca/media/513303/unlock_9a.pdf
- Alberta Education (2011a). Learning disabilities. In Alberta Education (Eds.), *Medical/disability information for classroom teachers*. Edmonton, AB: Author. Retrieved from http://www.learnalberta.ca/content/inmdict/html/learning_disabilities.html
- Alberta Education. (2011b). What school administrators need to know about English language learners and ESL programming. Retrieved from <http://education.alberta.ca/media/6550092/eslstudents.pdf>
- Alberta Education (2012). Special education coding criteria. Edmonton, AB: Author. Retrieved from <http://education.alberta.ca/media/825847/spedcodingcriteria.pdf>

WEBSITES CONSULTED

- <http://www.rahatnaqvi.ca/wordpress/>
<http://www.mylanguage.ca/>
<http://www.mamalisa.com/>
<http://www.rethinkingschools.org/index.shtml>
<http://languagepolicy.net/archives/biling.htm>

GRADING

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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

ADDITIONAL INFORMATION

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. *It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.* Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation.

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 assignments, or submit/return assignments as electronic files attached to private e-mail messages.

Intellectual honesty/Plagiarism:

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offence, the penalty for which may be an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. The University of Calgary Calendar states that plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- Parts of the work are taken from another source without reference to the original author,

- (c) The whole work (e.g., an essay) is copied from another source, and/or,
 (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement, but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the students' work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

Cheating is an extremely serious academic offence. Cheating at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

Other Academic Misconduct includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

Emergency Evacuation/Assembly Points: For the Education Block and Education Tower: Scurfield Hall [Primary Assembly Point], Atrium Professional Faculties Food Court [Alternate Assembly Point].

Safewalk: Promoting Campus Safety and Awareness: Twenty four hours a day, seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors. Safewalks are done in male/female pairs. The volunteers walk anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital and the University LRT station). To request a Safewalk volunteer to walk with you,

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk.

Student Union Representative: The Werklund School of Education representative for 2013 – 2014 is Kimberley Lawrence, educrep@su.ucalgary.ca.

Student Ombudsman's Office:

www.su.ucalgary.ca/page/quality-education/academic-services/student-rights.

Campus Security provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the Safe-Walk program for students attending classes on campus. For more information please visit <http://www.ucalgary.ca/security/> or telephone (403) 220-5333.