

COURSE SYLLABUS

Department Educational Psychology and Special Education
College of Education, University of Saskatchewan

COURSE TITLE: Exceptional Learners

COURSE CODE: EPSE 390

COURSE CREDITS: 3

DATE & TIME: Mon. to Thur. 9:00am to 11:15 am

START DATE: August 8, 2019

TERM: Summer Session

DELIVERY: In-person

ROOM: Education 2060 and 2001

END DATE: September 12, 2019

INSTRUCTOR: Diane Clark

EMAIL: dmp775@mail.usask.ca

OFFICE HOURS: By Appointment

Course Description:

Exceptional Learners introduces students to the concept of exceptionality as it reflects the special needs of individuals for whom they will be responsible in their classrooms, schools, and communities. The philosophy of inclusion will be emphasized. Students will learn how to identify and provide appropriate learning opportunities for children with diverse needs and ensure that they receive additional services to which they are entitled by the Saskatchewan Education Act and current regulations. Students will become sensitive to social, emotional, behavioural, cognitive, and cultural differences; the need to work with families, and the importance of early intervention to prevent or ameliorate disability. This course addresses three of the six semester hours required by the Saskatchewan Professional Teachers Regulatory Board (SPTRB) related to Educational Psychology content for teacher certification.

Land Acknowledgement:

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Learning Outcomes: Linked to TECC Goals

The aims of this course are to assist you to gain fundamental knowledge about learners with special and diverse needs as well as strategies for general instruction / differentiation. This course will introduce learners' unique and common characteristics and individual learning needs as well as how to assess and address students' needs in an inclusive setting.

Upon completion of the course, students will be able to:

- Demonstrate an understanding of exceptional learners' diverse characteristics and learning needs (TECC 1.3).
- Demonstrate an understanding and use of appropriate instructional methods and resources

to address exceptional learners' needs (TECC 3.1; 3.2; 4.3).

- An emphasis will be placed on Saskatchewan resources for Inclusion and Intervention.
- Demonstrate sensitivity and respect regarding learners with exceptionalities and for those with culturally and linguistically diverse backgrounds (TECC 1.3).
- Demonstrate an understanding of appropriate and diverse adaptations, differentiation strategies, and modifications when necessary, as they differ, in instructional planning and implementation of lessons, programming, daily assignments, and assessments (TECC 1.1; 1.2; 1.3; 1.4; 3.1; 3.2; 4.3).

Note: The Saskatchewan Teacher Education Classification and Certification (TECC) goals refer to competencies approved by the Saskatchewan Ministry of Education's Teacher Education, Certification and Classification Board. The course outcomes have been aligned to these competencies. For the complete list of TECC Goals, and some information on how they relate to PGPs (Professional Growth Portfolios) please visit:

<http://www.usask.ca/education/students/undergraduate/field-experiences.php#ProfessionalGrowthPortfolio>

Required Course Materials:

1. Textbook: Hutchinson, Nancy L. (2019). *Inclusion of Learners with Exceptionalities in Canadian Schools: A practical Handbook for Teachers* (6th Edition). Pearson Education Canada
2. Textbook: Smith, Tom. Polloway, Edward. Patton, James., Dowdy, Carol. & McIntyre, Laureen. (2015). *Teaching Students with Special Needs in Inclusive Settings* (5th Can Edition). Pearson Education Canada

Other Course Materials:

Saskatchewan Curriculum:

<https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp#>

Truth and Reconciliation Commission: Calls to Action. PDF available online at:

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Adaptive Dimension:

<http://publications.gov.sk.ca/documents/11/100225-The%20Adaptive%20Dimension.pdf>

Note: other on-line resources are located within the tentative schedule below and will be utilized throughout.

Course Requirements:

All assignments must be completed in order to attain credit for this course.

Submitting Assignments: In Class Assignments will be submitted in person by end of class on the day(s) they are due. The Exceptional Learning Lesson Plan will be due at 11:59pm Saskatchewan time on the due date listed. You may submitted anytime prior in person or via email. The Case Study/Classroom Management Assignment will be due at end of class on September 12, 2019. All written work should be done in double-spaced, 12 point, Times New Roman font. When necessary, include references using the APA format.

Assignment Guidelines: You are required to complete and submit assignments as the course progresses. Consult the class schedule to find out the exact due dates for the assignments. Be sure that you read the weighting and grading of requirements and guidelines for submitting assignments before preparing your assignments.

Attendance Expectations

Participation in the learning process by attending all classes is essential and professional. Please contact the instructor if you foresee any absences for this course. Anyone missing more than 20% of instructional time will need to complete make-up assignments at the discretion of the instructor and negotiated between instructor and student, in order to account for missed in-class material or group workshops.

NOTE: Each day classes will combine elements of lecture, discussions, and group workshops to support practical use of material and understanding; thus, providing support for engaging with the material. Your participation and engagement with this process will influence the depth at which you understand and can utilize the information in your future classrooms. As professionals, regular attendance is assumed and missed days must be discussed ahead of time with the instructor.

The assignments must be completed by all students.

For the last assignment: students are to choose one from the two options given. See below.

1. In Class Assignments (Total Assignment Weight: 45%)

Concept Map (Assignment Weight 8%): **Based on Chapter 2.** You and a partner will summarize the key roles each school team member plays when working with students who have exceptionalities. You will create a visual concept map that shows the connections between school team members. Each map must summarize, synthesize, and demonstrate information and understanding of the material succinctly and visually.

DUE Tuesday August 13 by end of class.

Jigsaw Assignment PART 1 (Assignment Weight 8%): Based on **Chapters 3 and 10 (2019) and 4, 5, 6, 10 (2015).** You will be assigned one area of student exceptionalities (Gifted students, Students with ADHD, Students with Learning Disabilities OR Students with



Emotional/Behavioural Challenges). Based on in-class discussion, lecture, the textbooks, and other resources, you will be responsible for summarizing the key details of exceptionality.

You will need to include:

1. What is the definition and different criteria for the exceptionality?
1. What are the characteristics of the exceptionality?
1. Why might school be a challenge for a student who has the exceptionality?
1. What are some possible (at least 3) accommodations or adaptations that you might make?

Jigsaw Assignment PART 2 (Assignment Weight 7%): Based on the finished assignment above, you will be placed in groups. Each member of the group will be responsible for explaining their assigned exceptionality. As a group, you will need to create a visual for how these exceptionalities connect to each other (why were they included as part of the same topic).

Both Jigsaw Assignment Part 1 and 2 will be DUE Thursday August 15 by end of class.

Thinking Classroom (Assignment Weight 8%): Based on **Chapters 5 (2019) and Chapter 9 (2015)**.

PART I- As partners, you will be asked a series of questions (that will be written on paper/pages around the classroom) BEFORE in class discussion/lecture of the material.

These initial responses will not be marked on “correctness”, but rather willingness to engage in discussion of the questions.

PART II- As partners, you will be asked a series of questions (that will be written on paper/pages around the classroom) AFTER class discussion/lecture of the material. These questions will extend your thinking about the students with exceptionalities.

DUE August 21 by end of class.

Access to Education (Assignment Weight 7%): Based on **Chapter 6 (2019) and Chapter 11 (2015)**. You will be asked to identify why/how some students from diverse backgrounds face difficulties in accessing education. This assignment will be completed through discussion, lecture and small group pairings.

DUE August 26 by end of class.

Presenter Reflection (Assignment Weight 7%): You will be asked to write a one-page reflection based on the information provided by our presenter who will be speaking about working with students who have exceptionalities at a pre-kindergarten/ early years level. The presenter will discuss how students’ needs are supported and what the school team does.

August 27 by end of class.

2. **Exceptional Learning Lesson Plan** (Assignment Weight: 25%)

Due Thursday September 5th: You will be provided with both the Unit Plan and Lesson Plan for of a specific Grade and Class. You will have to consider these as you adapt, change, differentiate (etc) for exceptional students. Your lesson plan will detail the lesson with



adaptations to meet the needs and considerations for differentiation around a minimum of two different needs / exceptionalities.

- a. You will provide a one page write up in addition to the lesson plan (UbD format / UDL & DI) consisting of:
 - i. A succinct description of the students' exceptional learning needs. You will base this off of the in-class discussions, lecture, powerpoints, textbooks, academic resources, and other recommended resources such as Ministry of Education documents to support your descriptions and decisions regarding needs and specific programming decisions for your lesson. The goal will be to develop a narrative that accompanies your "modified" or "adapted" lesson plan and addresses, but is not limited, to the following questions:
 1. What typically might be expected of an "exceptional" individual in the age, grade, and stage of development of the range selected?
 2. How might their exceptionality / needs impact the individual socially, emotionally, culturally, and / or academically?
 3. To what extent are you able to adjust your learning goals and outcomes to ensure this individual will be challenged, yet still able to meet the goals you have set for them?
 4. Will other students in the class or adults in the school / community become involved in your plan to help ensure the individual's needs are met and that your plans are inclusive verses exclusive?
 - a. You will specifically note how you believe your plan to be one following an inclusive intervention plan
 5. How will learning be assessed? (Consider formative and summative assessments)

3. In addition (in lieu of a final exam) each student will choose to complete either a Case Study Plan or Classroom Management Plan as described below choose only 1, (Assignment Weight: 30%) This will be completed in-class on the last day of class (September 12, 2019).

Due IN CLASS on Thursday, September 12, 2019:

3. **Case Study Inclusion and Intervention Plan:** You will choose one case study (from examples provided) reflective of a student with exceptional needs. You will summarize the student's needs, and will answer questions relevant to considerations for planning, teaching and learning by describing plans to meet the students' needs in the various areas in the classroom: social, emotional, physical, cognitive, academic, etc.
 - a. You will provide information pertaining to the areas of adaptation or modification and cite Saskatchewan resources and supports for how an educator might accommodate the student's needs in the classroom.
 - b. You will also complete part of this case study plan using an IIP document.

OR:



4. **Classroom Management Plan** (Management, Organization, and Structure): How you will set up the space and why (considering people, resources and the space) within your future classroom will need to be thoroughly explored in order for all students, including exceptional students to feel like they belong and are supported. You will create a detailed classroom management plan for your future classroom by considering all of the elements of teaching and learning practices that support inclusion You will consider (from an RTI or Response to Intervention Model) the following:
- a. Learning considerations for all levels of need: adaptations, accommodations to support all potential students (Tier 1 interventions).
 - b. Supports necessary for considering students with social, emotional, behavioural and or mental health needs, physical, and academic concerns (Tier 2 interventions) in the classroom.
 - c. Pull out or one to one intervention plans for those with increased needs that may not be able to be met within the scope of the classroom (Tier 3 interventions).

You will be allowed to access your class materials. You will use various chapters to reference particular ideas, supports, strategies, and considerations noted above for your future classroom, and you will consider how you will run your classroom based on inclusion, intervention, and differentiation for students with exceptionalities.

Tentative Schedule:

Date:	Topic:	Resources:
Thursday, August 8th	Course Introduction and exploration of the elements of teaching and learning for all students.	<ol style="list-style-type: none"> 1. Syllabus: Overview and Review of course, assignments, assessment, and materials 2. Saskatchewan Curriculum: Overview of supports 3. Text Introduction: Inclusion of Learnings (2019) Chapter 1- Inclusive Education The Canadian Experience Teaching Students with Special Needs (2015) Chapter 1- Inclusive Education: An Introduction 4. Handbook for beginning teachers: https://www.stf.sk.ca/sites/default/files/taking_your_place_professional_community_handbook.pdf
Monday, August 12th	Introduction and Overview of Inclusive Education in Canada: The Teacher’s Role <ul style="list-style-type: none"> - Relationships - The Room - Routines 	<ol style="list-style-type: none"> 1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 2- The Teacher’s Role in an Inclusive Classroom Teaching Students with Special Needs (2015) Chapter 2- Designing Inclusive Classroom

	<p>- ADAPT</p> <p>Setting the stage for inclusive practices, diversity, and differentiating instructional strategies.</p> <p>The role of Teams, Record Keeping (IIP's, IAP's), working with Parents and EA's</p>	<p>2. Saskatchewan Ministry of Education: Inclusion and Intervention Plan Guidelines, 2017 (available online for download)</p>
<p>Tuesday, August 13th</p> <p>**Concept Map Due</p>	<p>The Teacher's Role: Continued</p> <ul style="list-style-type: none"> - Working with Advanced Students - Learning Disabilities - ADHD - Emotional & Behaviour Challenges <p>Relationships & Wellbeing for all</p>	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 3- Exceptional Students: Learning and Behaviour Challenges Chapter 10: Social Relations Teaching Students with Special Needs (2015) Chapter 4- Teaching Students with Learning Disabilities Chapter 5- Teaching students with ADHD Chapter 6- Teaching Students with Emotional or Behavioural Disorders Chapter 10- Teaching Students with Special Gifts and Talents</p>
<p>Wednesday, August 14th</p>	<p>The Teacher's Role: Continued</p> <ul style="list-style-type: none"> - Working with Advanced Students - Learning Disabilities - ADHD - Emotional & Behaviour Challenges <p>Relationships & Wellbeing for all</p>	<p>2. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 3- Exceptional Students: Learning and Behaviour Challenges Chapter 10: Social Relations Teaching Students with Special Needs (2015) Chapter 4- Teaching Students with Learning Disabilities Chapter 5- Teaching students with ADHD Chapter 6- Teaching Students with Emotional or Behavioural Disorders Chapter 10- Teaching Students with Special Gifts and Talents</p>
<p>Thursday, August 15th</p>	<p>Discussion, and Lecture</p> <p>Topics Include:</p> <ul style="list-style-type: none"> - Autism & ASD Spectrum Disorders 	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 4- Exceptional Students: Intellectual Disabilities and Autism Spectrum Disorder</p>

<p>**Jigsaw I and II DUE</p>	<ul style="list-style-type: none"> - Intellectual Disabilities - FASD/FASE 	<p>Teaching Students with Special Needs (2015) Chapter 7- Teaching Students with Intellectual Disabilities Chapter 8-Teaching Students with Autism and Fetal Alcohol Spectrum Disorder</p>
<p>Monday, August 19th</p>	<p>Discussion, and Lecture Continued</p> <p>Topics Include:</p> <ul style="list-style-type: none"> - Communication Disorders - Hearing loss - Vision & Blindness - Physical Disabilities 	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 5- Exceptional Students: Communication Exceptionalities, Physical Exceptionalities, and Chronic Health Conditions Teaching Students with Special Needs (2015) Chapter 9- Teaching Students with Sensory Impairments, Traumatic Brain Injury, and Other Low-incidence Disabilities</p>
<p>Tuesday, August 20th</p>	<p>Discussion, and Lecture Continued</p> <p>Topics Include:</p> <ul style="list-style-type: none"> - Communication Disorders - Hearing loss - Vision & Blindness - Physical Disabilities 	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 5- Exceptional Students: Communication Exceptionalities, Physical Exceptionalities, and Chronic Health Conditions Teaching Students with Special Needs (2015) Chapter 9- Teaching Students with Sensory Impairments, Traumatic Brain Injury, and Other Low-incidence Disabilities</p>
<p>Wednesday, August 21st</p> <p>**Thinking Classroom DUE</p>	<p>Discussion, and Lecture Continued</p> <p>Topics Include:</p> <ul style="list-style-type: none"> - Indigenous Education in Canada - Diversity within Canadian Cultural Groups - Newcomers to Canada and EAL - Issues of Equity and Students at Risk: social, economic, trauma 	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 6-Teaching for Diversity: Including Indigenous Students, Students from Diverse Cultural Backgrounds, and Students at Risk Teaching Students with Special Needs (2015) Chapter 11-Teaching Students Who are At Risk</p> <p>1. Preparing for Guest Lecturer: Discussion of questions you may want to ask</p>



<p>Thursday, August 22nd</p> <p>** Guest Presenter at 10:15am</p>	<p>Discussion, and Lecture Continued</p> <p>Topics Include:</p> <ul style="list-style-type: none"> - Indigenous Education in Canada - Diversity within Canadian Cultural Groups - Newcomers to Canada and EAL <p>Issues of Equity and Students at Risk: social, economic, trauma</p> <p>Guest Presenter:</p> <ul style="list-style-type: none"> - Early Learning - How to adapt/differentiate - Experiences of a school teacher 	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 6-Teaching for Diversity: Including Indigenous Students, Students from Diverse Cultural Backgrounds, and Students at Risk</p> <p>Teaching Students with Special Needs (2015) Chapter 11-Teaching Students Who are At Risk</p> <p>1. Guest Lecturer: Bring any questions that you may have for the presenter.</p>
<p>Monday, August 26^h</p> <p>**Access to Education DUE</p>	<p>Climate, Community, and Classroom Management</p>	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 7- Climate, Community, and Classroom Management for Student Well-Being</p> <p>Teaching Students with Special Needs (2015) Chapter 12- Classroom Organization and Management</p>
<p>Tuesday, August 27th</p> <p>**Presenter Reflection DUE</p>	<p>Unit & Lesson Planning:</p>	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 8- Using Universal Design for learning and differentiated instruction</p> <p>1. Beginning to explore IIPs https://www.srsd119.ca/?page_id=1040</p>
<p>Wednesday, August 28th</p>	<p>Unit & Lesson Planning:</p>	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 8- Using Universal Design for learning and differentiated instruction</p> <p>1. Beginning to explore IIPs https://www.srsd119.ca/?page_id=1040</p>
<p>Thursday, August 29th</p>	<p>Unit & Lesson Planning:</p>	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 8- Using</p>



	Assessment	<p>Universal Design for learning and differentiated instruction</p> <ol style="list-style-type: none">1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 9- Differentiating Assessment and Using Assessment to Differentiate Teaching Teaching Students with Special Needs (2015) Chapter 13- Teaching Students with Special Needs in Elementary Schools Chapter 14- Teaching Students with Special Needs in Secondary Schools1. Continuing to explore IIPs https://www.srsd119.ca/?page_id=1040
<p>Tuesday September 3, 2019 ** NOTE: Class will end 25 minutes early today 9:00am to 10:55am</p>	Assessment	<ol style="list-style-type: none">1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 9- Differentiating Assessment and Using Assessment to Differentiate Teaching Teaching Students with Special Needs (2015) Chapter 13- Teaching Students with Special Needs in Elementary Schools Chapter 14- Teaching Students with Special Needs in Secondary Schools1. Continuing to explore IIPs https://www.srsd119.ca/?page_id=1040
<p>Wednesday, September 4, 2019</p>	Assessment	<ol style="list-style-type: none">1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 9- Differentiating Assessment and Using Assessment to Differentiate Teaching Teaching Students with Special Needs (2015) Chapter 13- Teaching Students with Special Needs in Elementary Schools Chapter 14- Teaching Students with Special Needs in Secondary Schools1. Continuing to explore IIPs https://www.srsd119.ca/?page_id=1040



<p>Thursday, September 5, 2019</p> <p>*Exceptional Learner Lesson Plan DUE</p>	<p>Assessment</p>	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 9- Differentiating Assessment and Using Assessment to Differentiate Teaching Teaching Students with Special Needs (2015) Chapter 13- Teaching Students with Special Needs in Elementary Schools Chapter 14- Teaching Students with Special Needs in Secondary Schools</p> <p>1. Continuing to explore IIPs https://www.srsd119.ca/?page_id=1040</p>
<p>Monday, September 9, 2019</p>	<p>Transitions</p>	<p>1. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 11- Enhancing Transitions for Children and Youth Identified as Exceptional and Those at Risk Teaching Students with Special Needs (2015) Chapter 15- Working with Families of Students with Exceptionalities</p> <p>2. Case Studies and Classroom Management Examples</p>
<p>Tuesday, September 10th</p>	<p>Transitions</p>	<p>3. Text Chapters Covered: Inclusion of Learnings (2019) Chapter 11- Enhancing Transitions for Children and Youth Identified as Exceptional and Those at Risk Teaching Students with Special Needs (2015) Chapter 15- Working with Families of Students with Exceptionalities</p> <p>4. Case Studies and Classroom Management Examples</p>
<p>Wednesday, September 11th</p>	<p>Cumulative Review of Exceptional Learners and Assessment</p>	<p>1. All text chapters covered 2. Case Studies and Classroom Management Examples</p>
<p>Thursday, September 12th</p>	<p>In Class Cumulative Assignment</p>	<p>1. Case Study Plan OR// Classroom Management Plan</p>

University of Saskatchewan Grading Descriptors

NOTE: Additional Information will be made available in class for each specific assignment's feedback

Definitions:

Percentage evaluation for undergraduate and graduate courses is based on the literal descriptors, below, to provide consistency in grading among Colleges.

The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89 Excellent

An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

70-79 Good

A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

50-59 Minimal Pass

A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;



- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

<50 Failure

An unacceptable performance.

Additional Information:

Academic Honesty

Students are expected to know and adhere to the following:

Plagiarism is a serious offense. If you use resources (books, discussions with others, etc.), cite your sources. Failure to do so is plagiarism. You are expected to have read and understood the [University of Saskatchewan's Guidelines for Academic Conduct](http://www.usask.ca/university_secretary/honesty/) (see http://www.usask.ca/university_secretary/honesty/)

You are responsible for seeing that your assignments are submitted as instructed. Do not rely on others to submit your assignments for you. Keep a copy your assignments.

Acceptable use of materials protected by copyright:

http://www.usask.ca/university_secretary/policies/operations/Copyright.php

Standard of student conduct in academic matters:

http://www.usask.ca/university_secretary/honesty/academic_misconduct.php

<http://www.usask.ca/secretariat/student-conduct-appeals/>

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

Honesty and integrity are expected in class participation, examinations, assignments, and other academic work.

- Perform your own work unless specifically instructed otherwise.
- Use your own work to complete assignments and exams.
- Cite the source when quoting or paraphrasing someone else's work.
- Follow examination rules.
- Be truthful on all university forms.
- Discuss with your professor if you are using the same material for assignments in two different courses.
- Discuss with your professor if you have any questions about whether sources require citation.
- Use the same standard of honesty with fellow students, lab instructors, teaching assistants, sessional instructors and administrative staff as you do with faculty

Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic--affairs/academic--courses.php>

Writing Centre -- Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at <http://distanceeducation.usask.ca/support/writing--centre.php>

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. All students should read and be familiar with the Regulations on Academic Student Misconduct <http://www.usask.ca/secretariat/student--conduct--appeals/academic--misconduct.php> as well as the Standard of Student Conduct in Non--Academic Matters and Procedures for Resolution of Complaints and Appeals <http://www.usask.ca/secretariat/student--conduct--appeals/non--academic--misconduct.php>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student--conduct--appeals/forms/IntegrityDefined.pdf>

The University of Saskatchewan copyright policy is available at <http://www.usask.ca/copyright/>.

Student Supports and Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students.

For information on specific services, please see the SLS web site:

<http://library.usask.ca/studentlearning/>.