

**CORE 209**  
**Disability in Theory and Everyday Life**

**Instructors:**

Meaghan Edwards



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**Office Hours/Policy on Answering Student Emails**

Please note that all course communications must occur through your @ucalgary email.  
I will respond to emails sent via student's @ucalgary emails within 48 hours.

**Teaching Assistant:**

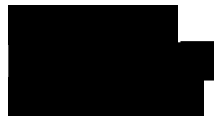


**Time and Location:**

**In Person, Synchronous  
Lecture**



**Tutorial**



**Prerequisite/Co-Requisite:**

54 units and Community Rehabilitation 209, or enrolment in the BCR two-year program.

**Course Description:**

An overview of theories employed in community rehabilitation and disability studies.

**Overarching Theme**

This course explores the role of theory in the context of disability. Weekly readings and resources promote the comparison and deconstruction of disability theory and in the context of daily living. This blended course involves substantial amounts of in-class work alongside direct instruction. The course provides a strong theoretical foundation, which prepares students to compare ideologies and practices in academic and practical situations as they move through their degree.

**Global Objectives**

- Analyze disability issues from a theoretical, research and practice perspective.
- Become aware of basic theoretical foundations and philosophies which inform disability studies.

- Evaluate relevant service approaches and exemplary practices in disability services.
- Compare and contrast models of disability theory with day-to-day occurrences.
- Outline current theoretical and research-based approaches related to community rehabilitation and disability studies.
- To foster students' ability to identify key foundational and contemporary theories related to disability studies specifically and equity more generally.
- To cultivate a practice of considering the theoretical underpinnings of historical and contemporary disability movements and policy and applying these to an area of interest and to the larger community context.
- To explore paths to translate theory to professional practice and social climate.
- To apply learnings in a structured, student-led discussion aimed at collaborative, peer supported learning.

### Course Learning Outcomes

By the end of this course, students will be able to:

- Demonstrate the awareness of the impact of disability through the examination of prominent disability theory and everyday examples.
- Develop an introductory understanding of social justice and its role in disability theory and disability studies.
- Through an in-class activities and group work, demonstrate the ability to describe individual and societal issues of disability, and analyze and explain these issues in the context of theory and practice.
- Through take home written quizzes, demonstrate the ability to explain and compare theories as they relate to disability theory and its application to everyday life.
- Demonstrate the ability to collaborate effectively with peers to contribute to inquiry-oriented group tasks.

### Transferable Skill Development:

Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in CORE 209 will help you build the following transferable skills:

- **Collaboration:** Work respectfully with others from different backgrounds, cultures, and countries.
- **Verbal Communication:** Learn and share information by presenting, listening, and interacting with others.
- **Creativity and Innovation:** Find different and better ways to do things, being curious, thinking imaginatively.
- **Critical Thinking:** Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Information Literacy:** Find, understand, and use information presented through words, symbols, and images
- **Problem solving:** Identify an issue, find and implement a solution, and assess whether the situation has improved.
- **Written Communication:** Share ideas and information by using words, images, and symbols.

## Learning Resources

Links to readings will be provided through D2L

### A Note regarding readings

Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should plan sufficient time to allow for the possibility of several reads of the assigned material.

### Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

### Evaluation

The University policy on grading and related matters is described in Section F of the 2025-2026 Calendar.

In determining the overall grade in the course, the following weights will be used:

Assessment	Weight (% of Grade)	
<i>Weekly Tutorial Assignments</i>	25%	
In-class quiz #1	25%	
In-class quiz #2	20%	
In-class quiz #3	15%	
In-class quiz #4	15%	

Descriptions and rubrics/marking guidelines for each assessment item are posted in D2L

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

**A Note regarding Writing Assignments:**

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (Section E.2 of 2025-26 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation program values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used to complete each assessment must be properly documented, unless otherwise noted by the instructor. The University of Calgary offers instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

**Grading Scheme:**

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95.99
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Does not meet course requirements	0-49

**Missed Components of Term Work:**

Late assignments will receive a late penalty of 5% per day and will not be accepted after 72 hours and will automatically receive a mark of zero.

As per University Calendar Section G.2.3 **students who are absent from an in-class assessment including quizzes and tutorial work will receive a mark of zero on the missed component.** Students who are absent are responsible for contacting their instructor to discuss the impact of their missed assessment. Alternative opportunities for completing missed assessments or shifting of the assessment weight may be possible but are not guaranteed. Students who are identified as falsifying information related to missed assessments will be subject to investigation for academic misconduct.

**Extensions will NOT be granted** on any assignment or quizzes in CORE 209. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are **NOT** acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar

<https://calendar.ucalgary.ca/pages/02ffccb6b1a541db880fe4223d122b5e>



**Students who miss quizzes will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.**

### **Course Evaluations and Student Feedback**

Student feedback will be sought at the end of the course through the new UCalgary Course Experience Survey and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with

Associate Dean

### **Attendance**

**Regular attendance is advised in order to succeed in CORE 209 in both regular lecture time and in the tutorial sessions.** Students are expected to take notes during class and should not rely solely on material supplied by the instructors. Instructors may or may not post lectures notes to D2L, at their individual discretion. In-class discussion and all content presented in class, including concepts and examples, can constitute substantial learning and can be considered for assessment.

### **Conduct During Lectures and/or Seminars/Tutorials**

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/student-services/student-conduct/policy>

### **Use of Internet and Electronic Communication Devices in Class**

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>.

### **Use of Artificial Intelligence Tools**

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies.

You may use generative artificial intelligence tools and apps for learning course material, but their use is **strictly prohibited** in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating and a breach of

academic integrity subject to Academic Misconduct procedures. You could be asked to provide evidence of your own work. While we appreciate that the use of AI tools is appropriate in some contexts in this course we will be focusing on building your own critical thinking, foundational knowledge and writing skills, which could be compromised by a reliance on AI tools.

Students *are not allowed* to upload class slides, assignment instructions, or other course materials to AI tools or platforms. These are the intellectual property of the course instructor (IP); uploading these to and AI platform may breach IP rules since some of these sites may use these as training/output data.

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

### **Copyright**

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

### **Instructor Intellectual Property**

Course materials created by instructors (including course outlines, 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 professor. **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.

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) 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 who require an accommodation in relation to their coursework based on a Protected Ground other than Disability should communicate this need in writing to [REDACTED]

[REDACTED] Associate Dean [REDACTED]

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): 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. **It also includes using of third party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

For information of the Student Academic Misconduct Policy and Procedures, please visit;  
<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>.

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

### **Recording of Lectures**

Audio or video recording of lectures (or similar) by students is prohibited except where explicit permission has been received from the instructor.

### **Freedom of Information and Protection of Privacy Act**

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

### **Appeals**

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/student-services/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade.

<https://calendar.ucalgary.ca/pages/e31a7115dca740ec83579e946d4a4193>

### **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>

### **Resources for Support of Student Learning, Success, Safety and Wellness**

Student Success Centre <http://www.ucalgary.ca/ssc/>

Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>

Student Advocacy and Wellness Hub (CSM)

<https://cumming.ucalgary.ca/mdprogram/current-students/student-advising-wellness>

Distress Centre  
Library Resources

<http://www.distresscentre.com/>  
<http://library.ucalgary.ca>

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<https://www.ucalgary.ca/mentalhealth>)

### **Student Ombuds' Office**

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/student-services/ombuds/](http://www.ucalgary.ca/student-services/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@su.ucalgary.ca](mailto:medrep2@su.ucalgary.ca).

### **Student Success Centre**

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

### **Emergency Evacuation/Assembly Points**

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/risk/emergency-management/drills/assembly-points-and-evacuation-maps>

### **Safewalk**

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.







