Erin Spring

EDUC 445: Individual Learning: Theories and
Applications Winter 2025: Community-based Program

Land Acknowledgement: *We acknowledge that the University of Calgary is located on the traditional territories of the Treaty 7 peoples of Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, the Piikani, and the Kainai First Nations), Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). In the spirit of reconciliation, we honor and respect the diverse history, languages, and cultures of all Indigenous peoples who continue to enrich our community.*

Instructor Office Hours: By appointment only.
Class Dates: January 13 – March 14, 2025
Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.
Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.
Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

Synchronous Seminars:
Each week a synchronous session will be held for up to 1.5 hours. Although these sessions will be recorded, attendance is mandatory. Individual or small group synchronous sessions may be scheduled as needed.

COURSE DESCRIPTION:
Over the past 20 years, research has delved into the psychology and science behind teaching and learning. The effect of this burgeoning field of research, collectively and synergistically engaged across multiple disciplines, has been an ever-deepening, transformative understanding of knowing and learning in terms of embodied cognition and human consciousness. We are now positioned to consider the profound implications of these understandings for teaching.

This course entails a detailed consideration of contemporary understandings of the nature of individual learning and what this means for practices such as differentiated instruction and inclusive education. Teachers are expected to support a range of students who will be in their classroom. Hence, approaches to adapting and enhancing classroom contexts for students with diverse needs will be addressed. The course explores cognitive theories related to teaching and learning, considerations of student behaviours and how they may impact learning in the classroom, and examines students' and teachers' affect and how it affects their behaviours and cognition within a classroom. As students move through the course, the emphasis will shift between individual learners towards working with collections and collectives of such learners in classroom teaching situations.

LEARNER OUTCOMES:
Students will be knowledgeable about:

1. approaches for adapting classroom instruction and environments to meet the needs of diverse learners;

2. theories of cognition, behaviour, and affect to better suit the needs of individual learners;

3. approaches that provide classroom learning opportunities that will increase student motivation and student achievement.

4. readings and other activities, and how they apply to professional development with peers.

COURSE DESIGN AND DELIVERY:
This course will take place online via Desire2Learn (D2L) and Zoom. Desire2Learn (D2L) will be used to post class resources, including links to readings and resources, and as a site for ongoing dialogue. To access the course in D2L, you are required to enter your IT username and password. An active University of Calgary email address is also required/expected. Synchronous sessions and any student meetings will be facilitated using Zoom.

REQUIRED OR REFERENCE READINGS:
Alberta Children and Youth Initiative (2008). *Transition planning protocol for youth with disabilities*.

Alberta Education (2006). Individualized Program Planning. Edmonton, Alberta: Alberta Education. Retrieved from https://education.alberta.ca/media/384992/indidivualized-program-planning-2006.pdf

Alberta Education (2008). Supporting positive behavior in Alberta schools: A classroom approach. Edmonton, Alberta: Alberta Education. Retrieved from https://open.alberta.ca/dataset/a2354893-636c-497e-b3c3-ef44f00e8906/resource/ffea3e17-38b4-40bd-a3a6-c82b977a5214/download/supporting-positive-behaviour-classroom.pdf

Alberta Education (2010). Chapter 1 Differentiated instruction: An introduction. In Alberta Education, *Making a difference: Meeting diverse learning needs with differentiated instruction*, (pp. 1-12). Edmonton, Alberta: Alberta Education. Retrieved from https://open.alberta.ca/publications/9780778586012

Alberta Education (2004). *Standards for special education*. Edmonton, Alberta: Alberta Education. Retrieved from https://open.alberta.ca/publications/0778537781

Canadian Centre for Child Protection. (2014). *Child Sexual Abuse: It is your business*. Winnipeg, Manitoba: Canadian Centre for Child Protection Inc. Retrieved from https://protectchildren.ca/pdfs/C3P_ChildSexualAbuse_ItIsYourBusiness_en.pdf

Connor, D. J. (2007). We see things differently, we learn things differently. In *Urban narratives: Portraits in progress--life at the intersections of learning disability, race, & social class* (pp. 105–133). New York, NY: Peter Lang Publishing. Retrieved from https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=39555401&site=ehost-live
E-book licence permits only one online user at a time; please download ahead of schedule to avoid access issues.

Council for Inclusive Education (2017). BOATS: Behavior, observation, assessment, teaching, strategies (3rd ed.). Edmonton, Alberta: The Alberta Teachers' Association. https://www.cieducation.ca/_files/ugd/747229_d465e00039c34a5f913d39feda329c2f.pdf

Froese-Germain, B. (2014) Work-Life Balance and the Canadian Teaching Profession. *Canadian Teacher Federation: Research and Information.* Retrieved from https://files.eric.ed.gov/fulltext/ED546884.pdf

Luna Child and Youth Advocacy Centre (2021). *Being trauma aware: Making a difference in the lives of children and youth.* https://trauma.respectgroupinc.com/

Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice.* Wakefield, MA: CAST. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4603679

Oehlberg, B. (2008). Why schools need to be trauma informed. *Trauma and Loss: Research and Interventions, 8*(2). Retrieved from https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=35690649&site=ehost-live

Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research, 78*(1), 153-189. doi: 10.3102/0034654307313795. Retrieved from https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.3102/0034654307313795

Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: When and why emotions matter. *Child Development Perspectives, 6*(2), 129-135. doi:10.1111/j.1750-8606.2011.00192.x. Retrieved from https://srcd-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1750-8606.2011.00192.x

Other Helpful Readings:

Alberta Education (2022). Special Education Coding Criteria 2024/25. Retrieved from https://open.alberta.ca/dataset/ee2ccea8-97fe-41a1-aa11-ed9f21421364/resource/28ddd1b7-5e19-4a2e-8798-6eb78cef5d29/download/educ-special-education-coding-criteria-2024-25.pdf

Alberta Education (2008). Supporting positive behavior in Alberta schools: An intensive individualized approach. Edmonton, Alberta: Alberta Education. Retrieved from https://open.alberta.ca/publications/9780778564232

Alberta Government. (2023). Alberta K–12 English as an Additional Language Proficiency Benchmarks (Benchmarks 2.0). Retrieved from https://www.learnalberta.ca/content/eslapb/documents/EAL_Benchmarks_2_0.pdf (read grade levels selected for Learning Task 4 scenario)

Centre for ADHD Awareness Canada. (2018). *ADHD Symptoms, Impairments and Accommodations in the Elementary School Environment.* Retrieved from https://caddac.ca/wp-content/uploads/Elementary-Impairment-Accomm-chart-with-check-boxes-FINAL-1.pdf

Centre for ADHD Awareness Canada. (2018). *ADHD Symptoms, Impairments and Accommodations in the High School Environment.* Retrieved from https://caddac.ca/wp-content/uploads/Secondary-School-Impairment-Accomm-chart-with-check-boxes-FINAL.pdf

Centre for ADHD Awareness Canada. (2018). Teaching Strategies for Typical ADHD & Executive Functioning Impairments. Retrieved from https://caddac.ca/wp-content/uploads/EF-and-ADHD-Teaching-Strategies-Accommodations-FINAL2018-2.pdf

Centre for ADHD Awareness Canada. (2020). *Types of Classroom Accommodations.* Retrieved from https://caddac.ca/wp-content/uploads/Types-of-Classroom-Accommodations.pdf

Novak Education (2020). https://www.novakeducation.com/

Roessingh, H. (2018). Unmasking the early language and literacy needs of ELLs. *BC TEAL Journal, 3*(1), 22 – 36. https://ojs-o.library.ubc.ca/index.php/BCTJ/article/view/276

Rosebery, A. S. (2005). What are we going to do next? Lesson planning as a resource for teaching. In R. Nemirovsky, A. S. Rosebery, J. Solomon, & B. Warren (Eds.), *Everyday matters in sciences and mathematics: Studies of complex classroom events* (pp. 299–327). Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=255609&ppg=310

NOTE:

APA 7 will be used for coursework. Refer to the library citation tools & resources:
https://library.ucalgary.ca/guides/education-apa

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Task #1	Course and Community Engagement	Individual	20%	Weekly (Weeks 1-8), Sunday
Task #2	Individualized Program Plan – Part A	Group	15%	January 26
Task #3	Individualized Program Plan – Part B	Group	20%	February 15
Task #4	Individualized Program Plan – Parent Summary	Individual	20%	February 15
Task #5	Universal Design for Learning Lesson Plan Explanation	Group	25%	March 16

WEEKLY COURSE SCHEDULE:

Date	Topic	Content to Review	Reference Material
Week 1: January 13-19	**Introduction to EDUC 445, Inclusive Education & Reading a Psych-Ed Report**	1) Inclusive Education and Psychological-Educational Reports Video 2) Two Case Studies 3) Lab case study 4) LT#1 Weekly Task	5) Connor, 2007 6) Alberta Education, 2010 – Chapter 1

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Date	Topic	Content to Review	Reference Material
Week 2: January 20-26	**Individualized Program Plan – Part A**	1) IPP Part A Video 2) Lab case study 3) *[Elementary]* Alberta Education, 2006 - Chapter 8 4) *[Secondary]* Alberta Children and Youth Initiative, 2008 5) LT#1 Weekly Task	6) Alberta Education, 2004 - Standards for Special Education 7) Alberta Education, 2006 - Chapter 1 - Working Through the IPP Process
**IPP Part A – Due Sunday, January 26**		
Week 3: January 27-February 2	**Individualized Program Plan - Part B**	1) IPP Part B Video 2) Alberta Education, 2006 - Chapter 7 3) LT#1 Weekly Task	4) Alberta Education, 2006 - Chapter 2
Week 4: February 3-9	**Providing Formative Feedback**	1) Formative Feedback Video 2) LT#1 Weekly Task	3) Shute, 2008
Week 5: February 10-15	**Handling Behaviours & Emotions in the Classroom**	1) Behaviour & Emotions Video 2) Valiente et al., 2012 3) LT#1 Weekly Task	4) Alberta Education, 2008 5) Council for Inclusive Education, 2017 - Behaviours, Teaching, and Strategies chapters
**IPP Part B & Parent Summary– Due Sunday, February 15**		
Week 6 February 16-22	**Reading Week – No classes**		
Week 7: February 24-March 2	**Universal Design for Learning**	1) UDL Video 2) Meyer, Rose, & Gordon, 2014 – Chapter 4 3) LT#1 Weekly Task	4) Meyer, Rose, & Gordon, 2014 - Focus on chapters 5-7 although all material is relevant and easy to read!
Week 8: March 3-9	**Trauma in Schools and Supporting Teacher Wellness**	1) Luna Modules 2) Oehlberg, 2008 3) Canadian Centre for Child Protection, 2024 4) LT#1 Weekly Task	
Week 9: March 10-16	**Wrap Up, Teacher Wellness, and Luna**	1) Teacher Wellness Video Froese-Germain, 2014	
**UDL Lesson Plan Explanation – Due Sunday, March 16**		

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

USE OF AI IN THE COURSE
Students are allowed to use AI to complete the assignments in this course. Each time an AI tool is used to create content for this course, students should include a statement indicating how the tool was used. Students are responsible for all material produced by generative AI as if they are the author (e.g., responsible for all matters related to copyright, academic misconduct, etc.).

The University of Calgary has a student resource for the use of AI:
https://libguides.ucalgary.ca/c.php?g=733971&p=5278501

LEARNING TASKS AND ASSESSMENT

There are five required Learning Tasks for this course.

LEARNING TASK 1: Course and Community Engagement – 20% of course mark
- **DUE:** Weekly (weeks 1-8) by Sunday.

During the first eight weeks, a short activity will be completed by each student and submitted to the instructor. These activities are designed to serve multiple purposes – but their three principal uses are (1) to provide the teaching team with feedback to inform subsequent emphases and activities, (2) to conduct formative assessments on key concepts and assignments, and (3) to build on peers for the collective inquiry and knowledge building community. The weekly tasks include posting on discussion forums, providing peer feedback and completing surveys and questionnaires.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1: Your grade on this task will be based on the following criteria:
- Completion: The submission addresses the task requirements.
- Reference to course content: The submission includes specific references and connections to the course material.
- Content: The submission evidences a proper understanding of the corresponding content.
- Quality of response: Utilize clear and proper academic writing, including APA 7 format for references.

LEARNING TASK 2, 3, & 4: Individualized Program Plan
- Part A: Constructing an Individualized Program Plan (10% of course mark)
  - **DUE:** Sunday, January 26
- Part B: Revising IPP and Designing Measurable Goals and Objectives (20% of course mark)
  - **DUE:** Sunday, February 15
- Parent Summary (20% of course mark)
  - **DUE:** Sunday, February 15

   This assignment is intended to provide students with an opportunity to write an individualized program plan. Students will use various resources that teachers would typically have access to in most classrooms to develop a plan. This assignment is split into two parts so that students may make use of formative feedback provided during the development process to create a strong plan. For Part A students will be required to write a portion of the plan using case study information to input necessary components of an IPP that meet Alberta standards. Part B will allow students to revise their IPP assignment using the Initial feedback provided from part A, and to complete the remaining sections of the individualized program plan. The parent summary is an individual task in which you are to summarize the full IPP as if you were discussing it with a parent. Please refer to the Individualized Program Plan handout and rubric, located in D2L, for full details and rubric for this learning task.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2: Please see the Individualized Program Plan Part A, Part B, and Parent Summary rubrics for details.

Part A
- Medical Conditions that Impact Schooling
- Assessment Data
- Current Level of Performance and Achievement
- Student Strengths
- Student Areas of Need
- Required Classroom Accommodations
- Planning for Transition
- Professional & Writing Style

Part B
- Part 1 Profile - revised
- Long-Term Goal (x2)
- Short-Term Objective A B, & C (x2)
- Assessment Procedure A, B, & C (x2)
- Strategies to Support Objectives (x2)
- Overall Quality (x2)
- Parent Summary (*submitted individually)
- Professional & Writing Style

LEARNING TASK 5: Universal Design for Learning Lesson Plan Explanation - 25% of course mark
- **DUE:** Sunday, March 16.

Students will be given a scenario of a classroom that presents learning, behavioral, and emotional challenges which draw of the different areas from the course. Using the information presented in a scenario, students will be asked to write a short paper describing how a lesson plan differentiates, or could be differentiated, to meet the diverse needs of the students in the class. This assignment is intended to provide students with the opportunity to consider using the individualized and differentiated learning theories previously discussed in a classroom environment. Please refer to the Universal Design for Learning Lesson Plan Explanation handout, located in D2L, for full details and instructions for this learning task. This learning task will be marked by the instructors.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4: Please see the Universal Design for Learning Lesson Plan Explanation Rubric for details.
- Incorporate Universal Design for Learning (UDL) Principles
- Meets the needs of all the students in the classroom (IPP, ELL, LSP, and uncoded)
- Professional & Writing Style

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

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

EXPECTATIONS FOR WRITING

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

MISSING OR LATE SUBMISSIONS
All late submissions of assignments must be discussed with the instructor **prior to the due date.** A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence

ISSUES WITH GROUP TASKS
With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING: Grading for this course is based on the University of Calgary Undergraduate Grading System
https://calendar.ucalgary.ca/pages/3213736771d7408bbae3f6e4d42536f7

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

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

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

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

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

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

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

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

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

Research Ethics

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

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

For further information see E.5 Ethics of Human Studies
https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350

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

Freedom of Information and Protection of Privacy
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act

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

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

Other Important Information
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
• Wellness and Mental Health Resources
• Student Success
• Student Ombuds Office

- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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

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

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

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.