

**EDUC 445: Individual Learning: Theories and Applications  
Winter, 2021: Community-based Program**

Section	Instructor	Zoom Session Time	Email
L03/B30	Felecia Hoey	4:30-6:00	frhoey@ucalgary.ca
L04/B31	Heather Craig	6:00-7:30	heather.craig@ucalgary.ca
L05/B32	Fiona Watkins	4:30-6:00	sfwatkin@ucalgary.ca

**Instructor Office Hours:** By appointment only.

**Class Dates:** January 11 – March 12, 2021

**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.

**Synchronous Seminars:**

There will be four synchronous sessions throughout the term. Each session will be scheduled for 1.5 hours and will be recorded. Additional individual or small group synchronous session sessions may be scheduled with the instructor as needed.

- Tuesday, January 12
- Tuesday, January 26
- Monday, February 8
- Tuesday, March 9

**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 in a position 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. Accordingly, the course is split into three modules. Module A will begin with an introduction to the cognitive theories related to teaching and learning. Module B considers student behaviors and how they may impact learning in the classroom. Module C focuses on students' and teachers' affect and how it effects their behaviors and cognition within a classroom. As students move through the course, the emphasis will move from 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, behavior, 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 READINGS:**

- Alberta Children and Youth Initiative (2008). *Transition planning protocol for youth with disabilities*. Retrieved from [https://www.erlc.ca/documents/final\\_copy\\_-\\_transition\\_planning\\_protocol\\_for\\_youth\\_with\\_di\\_2014-10-06.pdf](https://www.erlc.ca/documents/final_copy_-_transition_planning_protocol_for_youth_with_di_2014-10-06.pdf)
- Alberta Education (2006). *Individualized Program Planning*. Edmonton, Alberta: Alberta Education. Retrieved from <https://education.alberta.ca/media/384992/individualized-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://education.alberta.ca/media/384968/makingadifference\\_2010.pdf](https://education.alberta.ca/media/384968/makingadifference_2010.pdf)
- Alberta Education (2010). *Standards for special education*. Edmonton, Alberta: Alberta Education. Retrieved from <https://education.alberta.ca/media/1626539/standardsforspecialeducation.pdf>
- Canadian Centre for Child Protection. (August, 2014). *Child Sexual Abuse: It is your business*. Winnipeg, Manitoba: Canadian Centre for Child Protection Inc. Retrieved from [https://www.cybertip.ca/pdfs/C3P\\_ChildSexualAbuse\\_ItsYourBusiness\\_en.pdf](https://www.cybertip.ca/pdfs/C3P_ChildSexualAbuse_ItsYourBusiness_en.pdf)
- Centre for ADHD Awareness Canada. (2018). *ADHD Symptoms, Impairments and Accommodations in the Elementary School Environment*. Retrieved from <https://caddac.ca/adhd/wp-content/uploads/2019/01/Elementary-Impairment-Accomm-chart-with-check-boxes-FINAL.pdf>
- Centre for ADHD Awareness Canada. (2018). *ADHD Symptoms, Impairments and Accommodations in the High School Environment*. Retrieved from <https://caddac.ca/adhd/wp-content/uploads/2019/01/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/adhd/wp-content/uploads/2019/01/EF-and-ADHD-Teaching-Strategies-Accommodations-FINAL2018.pdf>
- Centre for ADHD Awareness Canada. (2020). *Types of Classroom Accommodations*. Retrieved from <https://caddac.ca/adhd/document/types-of-classroom-accommodations/>

- 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 <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=39555401&site=ehost-live>
- Council for Inclusive Education (2017). BOATS: Behavior, observation, assessment, teaching, strategies (3rd ed.). Edmonton, Alberta: The Alberta Teachers' Association. <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.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>
- 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>
- Nixon, J., & Keels, M. (April, 2018). Improving school-wide culture and climate through social and emotional learning. Practice Brief #6, TREP Project. Retrieved from [http://docs.wixstatic.com/ugd/fc6e9a\\_e4ce5e2493594d26b77a1938969ab4d5.pdf](http://docs.wixstatic.com/ugd/fc6e9a_e4ce5e2493594d26b77a1938969ab4d5.pdf)
- Oehlberg, B. (2008). Why schools need to be trauma informed. *Trauma and Loss: Research and Interventions*, 8(2). Retrieved from <http://ezproxy.lib.ucalgary.ca/login?url=http://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://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1750-8606.2011.00192.x>

### **Other Helpful Readings:**

- Alberta Education (2017). Quick reference code tables. Retrieved from <https://education.alberta.ca/media/3653491/quick-reference-code-table-school-enrolments.pdf>
- Alberta Education (2008). Supporting positive behavior in Alberta schools: An intensive individualized approach. Edmonton, Alberta: Alberta Education. Retrieved from <https://files.eric.ed.gov/fulltext/ED502983.pdf>
- Alberta Government. (2017). Supporting English language learners: Printable benchmarks documents and division level summaries. Retrieved from [https://www.learnalberta.ca/content/eslapb/printable\\_benchmarks.html](https://www.learnalberta.ca/content/eslapb/printable_benchmarks.html) (read grade levels selected for Learning Task 4 scenario)

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?ppg=310&docID=255609&tm=1508528371718>

### WEEKLY COURSE SCHEDULE:

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

<u>Date</u>	<u>Topic</u>	<u>Content to Review</u>	<u>Discussion Question</u>
<b><u>Week 1:</u></b> January 11-17  Synchronous Session 1: <b><u>Tuesday,</u></b> <b><u>January 12</u></b>	<b>Introduction to EDUC 445, Inclusive Education &amp; Reading a Psychoeducational Report</b>	1) Introductory Video Post 2) Two Case Studies 3) Connor, 2007 4) Alberta Education, 2010 – Chapter 1, Differentiated Instruction: An Introduction	<p><u>Community Groups:</u> Make introductions to your community group and set up a schedule for moderation.</p> <p><u>Class-Wide Discussion Board:</u> Post a quick bio about yourself. You can talk about your current role, why you're in the program, or anything else you think would be important for your peers to know!</p>
<b><u>Group Sign-up for IPP Part A – Due Sunday, January 17, before 11:59pm</u></b>			
<b><u>Week 2:</u></b> January 18-24	<b>Individualized Program Plan - Part A</b>	1) IPP Part A Video Post 2) Two Case Studies 3) Alberta Education, 2010 - Standards for Special Education 4) Alberta Education, 2006 - Chapter 1 - Working Through the IPP Process 5) <b><i>[Elementary students]</i></b> Alberta Education, 2006 - Chapter 8 – Planning for Transitions 6) <b><i>[Secondary students]</i></b> Alberta Children and Youth Initiative, 2008	<p>In your community groups, consider the audience of an IPP. What information may be too personal or sensitive to include in an IPP? How does this change the way we write IPPs? How will you manage including interesting versus educationally relevant information?</p>
<b><u>IPP Part A – Due Monday, January 25, before 12:30pm</u></b>			

<u>Date</u>	<u>Topic</u>	<u>Content to Review</u>	<u>Discussion Question</u>
<b><u>Week 3:</u></b> January 25-31  Synchronous Session 2: <b><u>Tuesday,</u></b> <b><u>January 26</u></b>	<b>Individualized Program Plan - Part B</b>	1) Alberta Education, 2006 - Chapter 7 - Making Goals Meaningful, Measurable and Manageable  2) Alberta Education, 2006 - Chapter 2 – Encouraging Parent Involvement	Develop and share one of your own professional long-term goals with your community group as your initial post. For your responses, provide feedback to your group members regarding how to break down their goals into short-term objectives using the elements we learned in class.
<b><u>Group Sign-up for IPP Part B – Due Sunday, January 31, before 11:59pm</u></b>			
<b><u>Week 4:</u></b> February 1-7	<b>Universal Design for Learning</b>	1) UDL Video Post  2) Meyer, Rose, & Gordon, 2014 - Focus on chapters 4-7 although all material is relevant and easy to read!	Describe a situation that exemplified UDL and explicitly link your example to the principles of UDL.
<b><u>IPP Part B – Due Monday, February 8, before 12:30pm</u></b>			
<b><u>Week 5:</u></b> February 8-14  Synchronous Session 3: <b><u>Tuesday,</u></b> <b><u>February 9</u></b>	<b>Handling Behaviours &amp; Emotions in the Classroom</b>	1) Alberta Education, 2008  2) Council for Inclusive Education, 2017 - Behaviours, Teaching, and Strategies chapters  3) Valiente, Swanson, & Eisenberg, 2012	In your community groups, consider how behaviours and emotions impact a student’s ability to demonstrate success in the classroom. Find resources to share with your peers in support of student needs.
<b><u>Week 6:</u></b> February 15-21	<b>Reading Week – No classes</b>		
<b><u>Group Sign-up for UDL – Due Sunday, February 21, before 11:59pm</u></b>			
<b><u>Week 7:</u></b> February 22-28	<b>Providing Formative Feedback to Address Individual Student Needs</b>	1) Formative Feedback Video Post  2) Shute, 2008	Create or describe a school- based scenario in your initial post in which feedback must be provided. For your responses, respond to other group members’ scenarios, describing how you would provide feedback while making connections to course material.
<b><u>UDL Lesson Plan Explanation – Due Monday, March 1, before 12:30pm</u></b>			

<u>Date</u>	<u>Topic</u>	<u>Content to Review</u>	<u>Discussion Question</u>
<b>Week 8:</b> March 1-7	<b>Trauma in Schools and Supporting Teacher Wellness</b>	1) Sheldon Kennedy Videos 2) Teacher Wellness Video Posts 3) Oehlberg, 2008 4) Nixon & Keels, 2018 5) Canadian Centre for Child Protection, 2014 6) Froese-Germain, 2014	What are some elements that affect the well-being of educators? What are some strategies that can be incorporated to improve personal wellness?
<b>Week 9:</b> March 8 - 14  Synchronous Session 4: <b>Tuesday, March 9</b>	<b>Attention Concerns and Its Implications in the Classroom</b>  <b>Course Evaluations</b>	1) CADDAC, 2018, Teaching Strategies 2) CADDAC, 2020 3) <i>[Elementary Students]</i> – CADDAC, 2018, Elementary Environment 4) <i>[Secondary Students]</i> – CADDAC, 2018, High School Environment	No community group discussions this week.

### LEARNING TASKS AND ASSESSMENT

There are four required Learning Tasks for this course.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Task #1	Synchronous Session Tasks	Individual	20%	January 12, 26, February 8, March 9
Task #2	Individualized Program Plan	Group	35%	Monday, January 25, 12:30pm [Part A] Monday, February 8, 12:30pm [Part B]
Task #3	Scholarly Community of Inquiry and Knowledge Building	Individual	20%	Weeks 2, 3, 4, 5, 7, 8
Task #4	Universal Design for Learning Lesson Plan Explanation	Group	25%	Monday, March 1, 12:30pm

#### 1. LEARNING TASK 1: Synchronous Session Tasks

- **DUE:** At the end of each synchronous session, 20% of course mark

During each synchronous session, 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 occasional formative assessments in order to provide global feedback on interpretations of key concepts, and (3) to gather information in order to provide broad-brushstroke portraits of the group's collective character. In the rare occasion you are unable to attend a synchronous session live, you will still be expected to complete the task within two business days.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1:** Your grade on this task will be based on completion, not on the content of your responses. Phrased differently, we are not looking for *right answers*; we are looking for information to inform the course.

## 2. LEARNING TASK 2: Individualized Program Plan – 35% of course mark

- Part A: Constructing an Individualized Program Plan
  - **DUE:** January 25, 2021 before 12:30pm (10% of course mark)
- Part B: Revising Individualized Program Plan and Designing Measurable Goals and Objectives
  - **DUE:** February 8, 2021 before 12:30pm (25% of course mark)

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. Please refer to the Individualized Program Plan handout and rubric, located in D2L, for full details and rubric for this learning task. This learning task will be marked by the laboratory instructors.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2:** Please see the Individualized Program Plan Part A and Part B Rubric 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
- Professional & Writing Style

## 3. LEARNING TASK 3: Scholarly Community of Inquiry and Knowledge Building

- **DUE: Weekly; 20% of course mark**

In the first week of classes, you will be put into an online community group of 5-6 students. Students are required to engage in their online community group through quality comments that clearly reflect you have completed the weekly assigned readings, reflect critically on what you have read, and that you are engaging with peers in collaborative and supportive dialogue. You are expected to read the assigned readings or watch assigned videos at the beginning of the week.

**In total you will complete five posts over six weeks. This includes: week 2, 3, 4, 5, 7, and 8.**

### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 3:**

Please see D2L for a more thorough breakdown of grades for this learning task. There are two components to this learning task:

- **Initial Post:** Your initial post (approximately 1-2 paragraphs) should answer the discussion question posed that week. The focus is to connect your post to the readings and lecture material and share the use of the resource with others. When resources external to the course are used, a reference of the source is required (in any style). Grading for the initial post will be based on quality of the initial post (5 marks; e.g., quality of response to the posed question, integration of readings, integration of additional empirical sources, integration of personal perspective). ***Students must submit their initial post of the week early (Friday at the latest)*** to allow peers time to respond, thus cultivating a richer scholarly online dialogue oriented to knowledge building.
- **Responses:** Students must respond to a minimum of two other posts. The focus of responses is to continue and deepen the conversation in your community group. Grading for response to other members' posts will be based on the level of engagement and continuation of conversation, as well as thoughtfulness of the response based on 5 marks. ***Responses must be posted no later than Sunday (11am).***

#### 4. LEARNING TASK 4: Universal Design for Learning Lesson Plan Explanation

- **DUE: March 1, 2021**

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 laboratory 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 the coded (IPP) students
- Meets the needs of the ELL students
- Meets the needs of the LSP students
- Professional & Writing Style

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#### 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>

### LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs 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

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.

**Academic Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). 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 their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

**Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

**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 Jonah Secreti, [jonah.secreti@ucalgary.ca](mailto:jonah.secreti@ucalgary.ca), [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Naomi Shaw, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).