

**EDUC 445: Individual Learning: Theories and Applications
Winter, 2021**

Section	Instructor	Time	Location	Email
L01 Elementary	Maryam Hachem	asynchronous	D2L	myhachem@ucalgary.ca
L02 Secondary		asynchronous	D2L	
Lab	Lab Instructor	Zoom Time	Location	Email
B01	Christopher Ostrowdun	11:30-12:20	Zoom	chris.ostrowdun@ucalgary.ca
B02	Christopher Ostrowdun	15:00-15:50	Zoom	chris.ostrowdun@ucalgary.ca
B03	Merrill Gray	15:00-15:50	Zoom	merrill.gray@ucalgary.ca
B04	Dana Braunberger	11:30-12:20	Zoom	dbraunberger@calgaryacademy.com
B05	Elizabeth McNeilly	11:30-12:20	Zoom	elizabeth.mcneilly@ucalgary.ca
Bo6	Christi Harter	15:00-15:50	Zoom	christi.harter@ucalgary.ca
B08	Merrill Gray	11:30-12:20	Zoom	merrill.gray@ucalgary.ca
B09	Dana Braunberger	15:00-15:50	Zoom	dbraunberger@calgaryacademy.com
B10	Elizabeth McNeilly	15:00-15:50	Zoom	elizabeth.mcneilly@ucalgary.ca
B11	Murray Peglar	11:30-12:20	Zoom	mpeglar@ucalgary.ca

Term Dates: January 11 – March 12, 2021

Office Hours: By appointment only, via Zoom

Teaching Assistant Team: Cristina Fernández Conde, Christopher Ostrowdun, and Harrison Campbell

Teaching Assistant Team E-mail: educ445@ucalgary.ca. This is a group e-mail address that is constantly monitored; our aim is to respond to each of your inquiries within 48 hours.

Laboratory Instructor Team: Christopher Ostrowdun, Merrill Gray, Dana Braunberger, Elizabeth McNeilly, Christi Harter, and Murray Peglar

Laboratory Time: Zoom Sessions online every Friday: Jan. 15, 22, 29, Feb. 5, 12, 26, Mar. 5, 12

Laboratory Instructor Office Hours: By appointment only, via Zoom

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.

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). Desire2Learn (D2L) will be used to post pre-recorded plenary lectures, 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.

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
- 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>
- 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
- 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
- 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. Retrieved from <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.pdf>
- Geake, J. (2008). Neuromythologies in education, *Educational Research*, 50(2), 123-133. Retrieved from <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00131880802082518>
- 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
From TREP resources: <https://www.trepeducator.org/practice-briefs>
- 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>
- Rodrigi-Ruiz, D. (2016). Effects of teachers' emotions on their students: Some evidence. *Journal of Education and Social Policy*, 3(4), 73-79. Retrieved from http://jespnet.com/journals/Vol_3_No_4_October_2016/8.pdf
- Sousa, D. A. (2011). Mind, Brain, and Education: The Impact of Educational Neuroscience on the Science of Teaching. *LEARNing Landscapes*, 5(1), 37-43. Retrieved from <https://www.learninglandscapes.ca/index.php/learnland/article/view/Commentary-Mind-Brain-and-Education-The-Impact-of-Educational-Neuroscience-on-the-Science-of-Teaching/529>
- Tucker, K. (2019). Whole Child, Whole Teacher: Wellness in the School and the Classroom. *Journal of Physical Education, Recreation & Dance*, 90(6), 56-58. Retrieved from <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/07303084.2019.1614776>

ADDITIONAL READINGS:

- 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 Education (2017). Quick reference code tables. Retrieved from <https://education.alberta.ca/media/3653491/quick-reference-code-table-school-enrolments.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 (read grade levels selected for Learning Task 4 scenario)
- Canadian Psychological Association (2002). Enhancing the experience of children and youth in today's schools: The role of psychology in Canadian schools. Retrieved from http://www.cpa.ca/cpaweb/UserFiles/Documents/publications/school_1.pdf
- Roessingh, H. (2016). Academic language in K - 12: What is it, how is it learned, and how can we measure it? *BC TEAL Journal*, 1(1), 67 - 81. Retrieved from <https://doaj.org/article/bfe2e8f8179d4e97bc345f8dcb0957bc>
- Roessingh, H. (2018). Unmasking the early language and literacy needs of ELLs. *BC TEAL Journal*, 3(1), 22 - 36. Retrieved from <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>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Laboratory Tasks	Group & Individual	20%	Selective Fridays
Learning Task #2	D2L Tasks	Individual	20%	Sunday by 12:30 pm of each week
Learning Task #3	Individualized Program Plan	Group	35%	Monday January 25, 2021 [Part A] by 12:30 pm, and Monday February 08, 2021 [Part B] by 12:30 pm
Learning Task #4	Universal Design for Learning Lesson Plan Explanation	Group	25%	Monday March 01, 2021 by 12:30 pm

WEEKLY COURSE SCHEDULE:

Week	Topic	Content to Review (videos & readings)	Laboratories
Week 1: Jan 11 - 17	Introduction to EDUC 445 Plenaries, Inclusive Education & Psychoeducational Reports	1) Introduction Video Post 2) Joining a Group Video Post 3) Research Participation Video & Consent Form 4) Inclusive Education & Psychoeducational Reports Video Lecture 5) Differentiated Instruction: An Introduction (Chapter 1; pg. 1-12) 6) We see things differently, we learn things differently 7) Two Case Studies	What does inclusive education mean to you? Group Sign-up for IPP Part A
Group Sign-up for IPP Part A due Sunday, January 17, before midnight			



<p>Week 2: Jan 18 - 24</p>	<p>Individualized Program Plan Part A (i.e., medical conditions that impact schooling, assessment data [specialized assessment results], current level of performance and achievement, student strengths, student areas of need, required classroom accommodations, and planning for transition)</p>	<ol style="list-style-type: none"> 1) IPP Part A Video Lecture 2) Standards for Special Education 3) Individualized Program Planning: Chapter 1 - Working Through the IPP Process 4) Individualized Program Planning: Chapter 8 – Planning for Transitions (elementary students) 5) Transition Planning Protocol for Youth with Disabilities (secondary students) 6) Case Study 	<p>Discuss and complete IPP Part A during laboratory in groups of 5-6.</p>
<p>IPP Part A due Monday, January 25, before 12:30 pm</p>			
<p>Week 3: Jan 25 - 31</p>	<p>Individualized Program Plan Part B (i.e., long-term goals, short term objectives, assessment procedures, strategies to support objectives, and parent summary)</p>	<ol style="list-style-type: none"> 1) IPP Part B Video Lecture 2) Individualized Program Planning: Chapter 7 - Making Goals Meaningful, Measurable and Manageable 3) Individualized Program Planning: Chapter 2 – Encouraging Parent Involvement 	<p>Guided lab on Developing an IPP Goal (Lab Task: Develop one goal in lab in large groups)</p>
<p>Group Sign-up for IPP Part B due Sunday, January 31, before midnight</p>			
<p>Week 4: Feb 01 - 07</p>	<p>Neuromyths</p>	<ol style="list-style-type: none"> 1) Neuromyths Video Lecture 2) Neuromythologies in education 	<p>Discuss and complete IPP Part B during laboratory in groups of 2-3.</p>
<p>IPP Part B due Monday, February 08, before 12:30 pm</p>			
<p>Week 5: Feb 08 - 14</p>	<p>Research-informed Strategies for Teaching and Learning: Insights from Neuroscience and the Classroom</p>	<ol style="list-style-type: none"> 1) Research-informed Strategies for Teaching and Learning Video Lecture 2) Mind, Brain, and Education: The Impact of Educational Neuroscience on the Science of Teaching 	<p>Applying research-informed teaching strategies in the classroom</p>
<p>Week 6: Feb 15 - 21 Term Break, no classes</p>			
<p>Group Sign-up for UDL due Sunday, February 21, before midnight</p>			

<p>Week 7: Feb 22 - 28</p>	<p>Universal Design for Learning</p>	<ol style="list-style-type: none"> 1) Universal Design for Learning Video Lecture 2) Universal Design for Learning: Theory and Practice (Chapters 4-7) 	<p>Discuss and complete UDL Lesson Plan during laboratory in groups of 2-3.</p>
<p>UDL Lesson Plan Explanation Learning Task due Monday, March 01, before 12:30 pm</p>			
<p>Week 8: Mar 01 - 07</p>	<p>Emotions and Behaviors in the Classroom</p>	<ol style="list-style-type: none"> 1) Emotions and Behaviors in the Classroom Video Lecture 2) Effects of teachers' emotions on their students: Some evidence 3) BOATS 4) Supporting positive behavior in Alberta schools: A classroom approach – Ten Key Elements 	<p>Social Emotions and Learning: Task and Discussion</p>
<p>Week 9: Mar 08 - 12</p>	<p>Trauma in Schools and Supporting Student and Teacher Wellness</p>	<ol style="list-style-type: none"> 1) Trauma in Schools and Supporting Student and Teacher Wellness Video Lecture 2) Improving school-wide culture and climate through social and emotional learning 3) Whole Child, Whole Teacher: Wellness in the School and the Classroom 	<p>Trauma Related Case Study Investigations</p> <p>Guest Speakers from Child Advocacy Center and Calgary Police Services</p>

NOTE:

Please note that all weekly videos will be posted on D2L **on the Sunday night** preceding each week.

LEARNING TASKS AND ASSESSMENTS

There are four required Learning Tasks for this course.

1. LEARNING TASK 1: Laboratory Tasks (20%) - DUE: at the end of select laboratory sessions

During select laboratory sessions (labs 1, 3, 5 & 8), a short activity will be completed by students and submitted via D2L Dropbox. These four activities worth 5% each 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. This learning task will be marked by the laboratory instructors. You are expected to submit your completed task at the end of the lab session. However, *excused* late submissions will be accepted until the end of the day. **Submission will be closed on Friday at midnight.**

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Grading for learning task 1 will be based on completion. Phrased differently, we are not looking for *right answers*, we are looking for information to inform the course.

2. LEARNING TASK 2: D2L Tasks (20%) – DUE: by Sunday at 12:30 pm of each week

Every week a short task will be posted on D2L under each week's content corresponding to each topic for you to complete individually. This will be a short-answer question or a brief activity. The task will be based on the plenary lectures and readings of the week, and the aim behind it is to get you to reflect on the topic(s) of the week. This will allow you to share your thoughts and ideas about the topics. It is also a type of formative assessment through which the instructor gets feedback on students' learning in order to modify teaching and learning throughout the course. Answer length may vary but concise answers **not exceeding 200 words** are recommended. These tasks will be posted on D2L every Thursday by noon and expected to be completed before Sunday at 12:30 pm of that week. D2L tasks are to be completed on a Word document and submitted via D2L Dropbox. This learning task will be graded by the instructor and teaching assistants. **Submission will be closed on Sunday at 12:30 pm.**

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Grading for learning task 2 will be based on 1- completion (20%) and 2- quality of your response (80%). The focus will be on the detail and clarity of your ideas and connections, not the length of your responses. There is no "one right answer" for these tasks. Most of them will involve your own perspectives, so answers will vary from one student to another. However, integrating ideas from different sources (e.g. lectures, readings, additional sources) is expected.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Please see the D2L Tasks Rubric posted under Learning Task 2 contents on D2L. The marking criteria for learning task 2 are:

- Completion
- Accuracy and clarity
- Integration of ideas from lectures, readings, and/or additional resources
- Integration of personal perspective

3. LEARNING TASK 3: Individualized Program Plan

Part A (Constructing an Individualized Program Plan– DUE: January 25, 2021 at 12:30pm; 10% of course mark)

Part B (Revising Individualized Program Plan and Designing Measurable Goals and Objectives– DUE: February 08, 2021 at 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 1 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 2 will allow students to revise their IPP assignment using the Initial feedback provided from part 1, 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 3



Please see the Individualized Program Plan Part A and Part B Rubric posted under Learning Task 3 contents on D2L for details. The marking criteria for learning task 3 are:

- 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
- 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

4. LEARNING TASK 4: Universal Design for Learning Lesson Plan Explanation (25%) - DUE: March 01, 2021 at 12:30 pm

Students will be given a scenario of a classroom of students who present 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 applying the individualized and differentiated learning theories previously discussed during plenaries 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 posted under Learning Task 4 contents on D2L for details. The marking criteria for learning task 4 are:

- 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

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.

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. **A penalty of 20% per day may be applied for unexcused late submissions of assignments.**

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>

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/. 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, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.