

**EDUC 535.11 Spec II Elementary Social Studies /**  
**EDUC 535.25 Spec II Elementary Social Studies Revitalization of Indigenous Languages**  
**Fall 2024**

**Class Dates:** September 3 — October 25

**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.

**Office Hours:** Available by appointment.

**Email:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION:**

The intent of the Specialization Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization of social studies education and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourses and theories within the disciplines of social studies and develop a deeper understanding of ways to enact these theories in varied classroom contexts. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision of social studies education to guide your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

**LEARNING INTENTIONS:**

Over the course of the semester, students will:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of social studies education* and relate this to curriculum planning in the specialization area;
- 2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *intentions* (learning objectives) across the units in a grade from the Alberta Programs of Studies;
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

**COURSE DESIGN AND DELIVERY:** EDUC 535 will be delivered face-to-face on campus with engagement in a D2L environment.

**REQUIRED RESOURCES:**

Alberta Education. (2005). *Programs of study: Social studies, kindergarten to grade 12*.

<http://education.alberta.ca/media/456082/sockto3.pdf>

- Alberta Education. (2024). *Alberta's K-6 curriculum, social studies*.  
<https://curriculum.learnalberta.ca/curriculum/en/c/sss1?s=SSS>
- Aukerman, M. (2006). Who's afraid of the big bad answer. *Educational Leadership*, 64(2), 37-41.  
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=22711492&site=ehost-live>
- Clarke, P. & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for secondary teachers* (pp. 41-53).  
[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22943072440004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22943072440004336?auth=SAML)
- Donald, D. (2020). *Homo economicus and forgetful curriculum: Remembering other ways to be a human being* (video). UAlberta Sustainability. <https://www.youtube.com/watch?v=VM1J3evcEyQ>
- Eisner, E. (1983). Educational objectives: Help or hindrance. In *The Curriculum Studies Reader* (pp. 85-92).  
<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203017609-17/educational-objectives%E2%80%94help-or-hindrance-elliott-eisner>
- Eisner, E. (2003). The three curricula that all schools teach. In *Educational imagination: On the design and evaluation of school programs* (pp. 87-107). Merrill Prentice Hall.  
[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22943439400004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22943439400004336?auth=SAML)
- Galileo Educational Network (2015). *Designing rich tasks*. Focus on inquiry.  
<https://inquiry.galileo.org/ch2/designing-great-tasks/>
- Galileo Educational Network (2015). *Chapter 3: The importance of assessment*. Focus on inquiry.  
<https://inquiry.galileo.org/ch3/centrality-of-assessment/>
- Gibson, S. (2012). "Why do we learn this stuff"? Students' views on the purpose of social studies. *Canadian Social Studies*, 45(1), 43-58. <https://eric.ed.gov/?id=EJ972852>
- Gobran, J. (2019). *Contested commemorations with Jessica Gobran – A dialogue 2* [Audio podcast]. *VoicEd Radio*. [https://voiced.ca/podcast\\_episode\\_post/contested-commemorations-with-jessica-gobran-a-dialogue-2/](https://voiced.ca/podcast_episode_post/contested-commemorations-with-jessica-gobran-a-dialogue-2/)
- Graham, K. L. (n.d.). *Teaching children about murals*. Teachers Institute of Philadelphia.  
<https://theteachersinstitute.org/wp-content/uploads/2019/07/Graham-Kelly-unit.pdf>
- Hanson, A. & Danyluk, P. (2022). Talking circles as Indigenous pedagogy in online learning. *Teaching and Teacher Education*, 115, 1-9. 10.1016/j.tate.2022.103715 <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0742051X22000890>
- Jardine, D. (2002). *On the nature of the inquiry: The individual student*. Galileo Educational Network.  
<https://galileo.org/articles/the-individual-student/>
- Scott, D., Gani, R., & Gobran, J. (in press). Relational encounters with contested minoritized commemorations: The case of the vandalized bilingual stop signs in the Mission District of Calgary. *McGill Journal of Education*.  
[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22944492000004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22944492000004336?auth=SAML)
- The Critical Thinking Consortium. (2020). *Teaching historical thinking*. <https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/>
- The Critical Thinking Consortium. (n.d.). *Planning critical inquiry questions and tasks*.  
<https://tc2.ca/uploads/PDFs/Presentations/planninginquiryquestionstasks.pdf>
- Vlach, S.K., Lentz, T.S. and Muhammad, G.E. (2023). Activating joy through culturally and historically responsive read-alouds. *The Reading Teacher*, 77(1), 121-130. <https://doi.org/10.1002/trtr.2203>
- von Heyking, A. (2013). Teaching elementary students to think historically. In R. Case & P. Clark (Eds.), *The Anthology of Social Studies: Issues and Strategies for Elementary Teachers* (pp. 35-45). Pacific Educational Press.  
[https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG\\_INST/citation/22944911670004336?auth=SAML](https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22944911670004336?auth=SAML)

**LEARNING TASKS OVERVIEW:**

LEARNING TASKS	DESCRIPTION	FORMAT	WEIGHT	DUE DATE
LT1: Connecting theory to practice reading reflections	Write three reflections (300–350 words), to be read aloud in class, connecting insights from a chosen reading to your practice as a social studies specialist.	Individual	30%	See sign-up sheet
LT2: Relational encounters with a public monument or mural photo essay	Working in groups of 2-3, create a photo essay highlighting key learnings emerging from an inquiry into a downtown Calgary public monument or mural of your choice.	Group	30%	October 9
LT3: Unit plan	Create a unit plan involving an authentic task and associated learning sequence connected to a topic found in either the current or future elementary level Alberta Social Studies Program of Study.	Individual	40%	October 25

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings (*Denotes reading reflection)	Due Dates and Tasks
<b>Day 1:</b> Sept. 4	Aims and purposes of teaching social studies	Gibson, S. (2012). "Why do we learn this stuff"? Students' views on the purpose of social studies. <i>Canadian Social Studies</i> , 45(1), 43-58.  Clarke, P. & Case, R. (2008). Four defining purposes of citizenship education. In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for secondary teachers</i> (pp. 41-53).	Course overview  Situating ourselves on the citizenship matrix  Sign up for LT1
<b>Day 2:</b> Sept. 11	Curriculum as story  Explicate, implicate, and null curriculum  Historical evolution of social studies in Alberta	Donald, D. (2020). <i>Homo economicus and forgetful curriculum: Remembering other ways to be a human being (video)</i> . UAlberta Sustainability. (Start – 9:43)  *Eisner, E. (2003). The three curricula that all schools teach. In <i>Educational imagination: On the design and evaluation of school programs</i> (pp. 87-107). Merrill Prentice Hall.  Alberta Education. (2005). <i>Programs of study: Social studies, kindergarten to grade 12</i> . (pp. 1-10)  Alberta Education. (2024). <i>Alberta's K-6 curriculum, social studies</i> . (Read subject introduction and one gr. level)	1 <sup>st</sup> reading reflection (LT1)  Working with critical pedagogies  Form groups and choose a monument/mural for LT2
<b>Day 3:</b> Sept. 18	Relational encounters with monuments and murals  Engaging Francophone and Métis histories and memory in Calgary	*Gobran, J. (2019). <i>Contested commemorations with Jessica Gobran – A dialogue 2</i> [Audio podcast]. <i>VoicEd Radio</i> .  Scott, D., Gani, R., & Gobran, J. (in press). Relational encounters with contested minoritized commemorations: The case of the vandalized bilingual stop signs in the Mission District of Calgary. <i>McGill Journal of Education</i> .  *Graham, K. L. (n.d.). <i>Teaching children about murals</i> . Teachers Institute of Philadelphia.	2 <sup>nd</sup> reading reflection (LT1)  Monuments and murals relational pedagogies lesson simulations  Historical consciousness  3 <sup>rd</sup> reading reflection (LT1)

<b>Day 4:</b> Sept. 25	Theory to practice field study	Field Study – meet at downtown public library (800 3 <sup>rd</sup> St. SE) at 9:00am	Experiential learning field study – LT2 mural/monument site visit
<b>Day 5:</b> Oct. 2	Designing rich assessment tasks	*Eisner, E. (1983). Educational objectives: Help or hindrance. In <i>The Curriculum Studies Reader</i> (pp. 85-92).  Galileo Educational Network (2015). <i>Designing rich tasks and Chapter 3: The importance of assessment</i> . Focus on inquiry  The Critical Thinking Consortium. (n.d.). <i>Planning critical inquiry questions and tasks</i> .	4 <sup>th</sup> reading reflection (LT1)  Task design workshop  Work time for LT2
<b>Day 6:</b> Oct. 9	Teaching history as a discipline	*von Heyking, A. (2013). Teaching elementary students to think historically. In R. Case & P. Clark (Eds.), <i>The Anthology of Social Studies: Issues and Strategies for Elementary Teachers</i> (pp. 35-45).  The Critical Thinking Consortium. (2020). <i>Teaching historical thinking</i>	<b>LT2 Due</b> 5 <sup>th</sup> reading reflection (LT1)  Historical thinking lesson simulation
<b>Day 7:</b> Oct. 16	Differentiation, dialogue, and culturally responsive teaching	*Jardine, D. (2002). <i>On the nature of the inquiry: The individual student</i> . Galileo Educational Network.  Aukerman, M. (2006). Who's afraid of the big bad answer. <i>Educational Leadership</i> , 64(2), 37-41.  *Vlach, S.K., Lentz, T.S. and Muhammad, G.E. (2023). Activating joy through culturally and historically responsive read-alouds. <i>The reading Teacher</i> , 77(1), 121-130.	6 <sup>th</sup> reading reflection (LT1)  Possible field trip to Connect Charter School  7 <sup>th</sup> reading reflection (LT1)
<b>Day 8:</b> Oct. 23	Learning from Indigenous stories, ways of knowing and being	*Donald, D. (2020). <i>Homo economicus and forgetful curriculum: Remembering other ways to be a human being (video)</i> . UAlberta Sustainability. (19:36-38:46)  Hanson, A. & Danyluk, P. (2022). Talking circles as Indigenous pedagogy in online learning. <i>Teaching and Teacher Education</i> , 115, 1-9.	8 <sup>th</sup> reading reflection (LT1)  Structured feedback for LT3  <b>LT3 Due October 25</b>

**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.

**LEARNING TASKS AND ASSESSMENT**

There are three required Learning Tasks for this course.

**LT1: Connecting theory to practice reading reflections (30%)**

**Due:** Submitted to D2L Drop box prior to the beginning of class

In this assignment you are asked to write three distinct narrative reflections based on three chosen course readings. A sign-up sheet will be distributed prior to the beginning of the course. Each narrative should be no more or less than 300-350 words and submitted to the D2L drop box prior to the start of class. To write your reflection, you are asked to choose *one* idea or insight from the reading that resonates with you. Written in the first person, your narrative should explain how *you are working on* this idea within the context of your

practice as a social studies specialist (e.g., the connections you see between this idea and your practice), and in the second part of your writing, explain how that idea is *working on you* (e.g., how this idea challenges you to think about your practice differently). Those enrolled in EDUC 535.25 should make explicate connections to how their chosen insight connects to supporting the revitalization of Indigenous languages.

You will be asked to read your narrative aloud at the start of class with no pre- or post- explanations or disclaimers. This moment of reading and listening of you and your colleagues' ideas will set the context for each of our class discussions. Accordingly, clear writing *and* careful listening are required. Please do not exceed the word count of 350 words. It is important that you write short clear non-jargony sentences that are appropriate for a public reading. Written comments will be provided on D2L along with a grade out of 10% for each reading reflection.

### Assessment Criteria for LT1

Criteria	Description	Grade 30%
Communication	Narrative is concise and to the point staying within the 300-350 words limit. Writer adopts clear non-jargony language that, written in the first-person, exhibits a distinct, unique voice and point of view.	/10
How you are working on an idea	Writer thoughtfully articulates how they are working on a particular idea from a chosen reading within the context of their practice as a social studies specialist. Clear connections are made to practice using concrete examples drawn from classroom observations and experiences in field placement.	/10
How idea is working on you	Writer thoughtfully articulates how this idea is working on them as an educator. Clearly articulates the specific ways it challenges them to think about social studies differently and the implications of this for their practice.	/10

### LT2: Relational encounters with a public monument or mural photo essay (30%)

**Due:** October 9

In this experiential learning assignment, you are asked to work in groups of 2-3 to create a photo essay highlighting key learnings emerging from an inquiry into a public monument or mural of your choice in downtown Calgary. On September 25<sup>th</sup> (Day 4), we will meet at the Calgary Public Library (800 3rd St SE) to provide your group the opportunity to visit and experience your chosen monument or mural in person. Your photo essay should include a title, at least 4-6 images (including ones taken yourself), an APA 7 reference list, and 6-7 pages of text (double spaced) that address the following three elements:

**Pre-visit research:** As learned from research, a brief description of when the monument or mural was created, by who, and the specific issue, events and/or enduring themes it addresses, as well as what the creator/s hoped visitors would take away from visiting this site. Based on this research, you are asked to then describe the impact of your chosen mural or monument as a form of historical consciousness in terms of how the story it tells — both explicate and implicate (Eisner, 2003) — orientates viewers in time. In responding to this aspect, you are invited to consider the vision of the past this story communicates, and how this informs thinking in the present and perspectives on the future.

**On site reflection:** A narrative account of what struck you most while visiting this monument or mural, how, and to what extent, it 'addressed' you (i.e., affected you in some way), and the points of connection/



disconnection your group variously found in relation to the story it tells. As part of this reflection, you are asked to additionally consider the relationship your group variously has with the histories, voices, and identities that are not present in this story which, in some cases, can explain why your chosen mural or monument became a site of public contestation.

**Post reflection connections to practice:** Suggestions for lesson plan work in which this monument or mural could be used to teach students one or more elements of historical consciousness/historical thinking, and/or outcomes within the social studies program at a particular grade level. For this part of the photo essay, it is expected that you will draw on the Alberta Social Studies program, as well as relevant course readings and other writings where appropriate.

**\*Students unable to attend the on-site visit to their chosen mural or monument on September 25<sup>th</sup> (Day 4),** must contact the instructor in advance to make alternative arrangements to complete the experiential portion of this assignment. Alternative arrangements may include meeting with the instructor outside of class time to view and discuss images of the mural or monument found on-line.

### Assessment Criteria for LT2

Criteria	Description	Grade 30%
Communication	Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated. The writing demonstrates skillful control of mechanics and grammar and is judiciously organized. 4-6 images effectively communicate key insights and learnings. Length is not less than six and no longer than seven pages double spaced.	/8
Research	Provides a concise but thoughtful description of the history surrounding the creation of the mural or monument including its creator/s, date of installation, specific issue, events and/or enduring themes it addresses, and what was hoped visitors would take away from visiting this site. Outline of mural or monuments impact as a form of historical consciousness clearly articulates how the story it tells – both explicate and implicate (Eisner, 2003) – communicates a vision of the past that informs thinking in the present and perspectives on the future.	/10
Reflection	Narrative account of relational connection to this monument/mural is perceptive, self-implicative, and insightful. Clearly outlines what struck the group most while visiting this site, how it affected them, and the points of connection/ disconnection group members variously felt in relation to both the story it tells and does not tell.	/12
Connections to practice	Connections to practice are thoughtful, well developed, and potentially realizable in the elementary school classroom. Connections to practice are well supported by links to program documents and key readings.	/10

\*Gratitude to Drs. Rose Fine-Meyer, Ronna Mosher, and Gregory Lowan-Trudeau for inspiring this project.

### LT3: Unit plan (40%)

**Due:** October 25

For your final assignment you are asked to work individually to design a unit plan involving a rich task as defined by the Galileo Educational Network (2015), as well as an associated assessment rubric, and learning sequence. Your rich task must engage a grade level specific theme or concept within the current or future Alberta social studies program and should be written as if you were assigning it to your own students. The following elements should be included:

- A brief introduction contextualizing your chosen concept or theme (around 150 words)
- A concise, yet comprehensive, outline of the task you are asking your students to undertake communicated in way that would be understandable to this grade level (around 150 words)
- Specific inquiry question/s that will guide this task
- An assessment rubric that includes **at least three** assessment criteria at the excellent or excelling, proficient, and limited levels
- A learning sequence outlining key activities students will engage in to create a sophisticated and thoughtful response to your task

### Assessment Criteria for LT3:

In line with the principles of authentic inquiry, we will develop the assessment criteria as a class. However, our rubric may include the following elements:

#### Rich Task (20%):

- Directly connects to a theme/concept at a chosen grade level in the current or future Alberta program
- Task require students to apply key program-based themes, concepts, knowledge/understandings, skills/processes, values/attitudes in ways that would demonstrate deep understanding
- Task is worthy of students' time and attention, personally relevant, and connected to the world in which they live
- Task is appropriate and realizable for this grade level

#### Assessment rubric (5%):

- Provides at least three well-articulated assessment criteria at the excellent or excelling, proficient, and limited levels
- Language is appropriate for grade level so students can use the rubric as a resource for enhancing works in progress

#### Learning sequence (15%):

- Lesson description is detailed and well-developed addressing how central topic/concept will be introduced, how necessary background knowledge will be imparted, and how students will gain competencies with key skills processes
- Provides a well-developed plan for how formative-assessment feedback loops and assessment criteria will be integrated into the design of the learning sequence
- Effectively outlines how various domains of differentiation including special needs and English as additional language learners will be addressed and accommodated

### 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>

#### GENERATIVE AI

Course participants are invited to use artificial intelligence tools, including generative AI, to gather information, review concepts, and/or to help produce assignments. However, (1) it is the student's responsibility to inform the instructor *in writing* of the intention to use such technology *in advance* of its use; (2) the student is ultimately accountable for the work they submit; and (3) any content generated or supported by an artificial intelligence tool must be cited appropriately. Misuse of these tools will be considered academic misconduct and will be treated as such.

#### 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. 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**

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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. 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: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](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 based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

**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 Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

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