

EDUC 535.08/.16 Specialization II – Elementary & Secondary Physical Education
Fall 2023

Section	Instructor	Time	Location	Email
S01	Dr. Michelle Kilborn	W 08:00 – 11:50	EDC 170D Red Gym	michelle.kilborn@ucalgary.ca

Class Dates: September 6 – October 27, 2023

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: By appointment only

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 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 discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom, gym, studio, and/or outdoor context. 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 for 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).

LEARNER OUTCOMES:

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 Physical 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: This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

REQUIRED RESOURCES:

Note: All resources can be found in the Reading List under “My Tools” in D2L or directly via [Leganto](#)

Alberta Education. (2000). *Program of Studies for Physical Education*. Retrieved from:
<https://education.alberta.ca/media/160191/phys2000.pdf>

Alberta Education (2000). *Physical Education Guide to Implementation*. To access please go to:
<https://education.alberta.ca/physical-education/program-supports/everyone/support-documents/?searchMode=3>

Alberta Education (2022). *Physical Education and Wellness Kindergarten to Grade 6 Curriculum*. To access please go to: <https://curriculum.learnalberta.ca/printable-curriculum/en/home>

Alberta Assessment Consortium <https://aac.ab.ca/>

Username – teachers; Password – master (case sensitive)

Canada’s Sports Hall of Fame. (n.d.). *Indigenous Sport Heroes Education Experience*.
<https://indigenousheroes.ca/>

Chatoupis, C. (2021). The spectrum: Implications for physical education teaching. *Runner*, 52(1), 4-10.
<https://www.hpec.ab.ca/uploads/files/RunnerVol52No1-WEB.pdf>

Greene, M. (1995). Imagination, Breakthroughs and the Unexpected. In M. Greene, *Releasing the Imagination* (p. 17–31). San Francisco, CA: JOSSEY-BASS. **See Leganto for PDF.**

Injury Prevention Centre. (n.d.) *School Physical Activity, Health & Education Resource for Safety*.
<https://myspheres.ca/en/>

Irwin, R. (2003). Toward an aesthetic of unfolding in/sights through curriculum. *Journal of the Canadian Association for Curriculum Studies*, 1(2).
<https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Ftoward-aesthetic-unfolding-sights-through%2Fdocview%2F1367080842%2Fse-2%3Faccountid%3D9838>

Kalyn, B. (2013). Indigenous knowledge and physical education. In D. Robinson and L. Randall (Eds), *Teaching Physical Education Today* (pp. 153-176). Toronto: Thompson Educational. ISBN: 978-1-55077-231-9.
See Leganto for PDF.

Kilborn, M. & Hertlein, K. (2018). A wellness approach to physical education. In J. Barrett & C. Scaini (Eds), *Quality Health and Physical Education: Pedagogical Practices and Considerations for Canadian Elementary School Teachers*. Champaign, IL: Human Kinetics. **See Leganto for PDF.**

- Kirk, D (2012). *Physical Education Futures: Can we reform physical education in the early 21st Century?* <https://journals.openedition.org/ejrieps/3222>
- Leahy, S., Lyon, C. Thompson, S. & Williams, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63(3), 19-24. Retrieved from https://pdo.ascd.org/LMSCourses/PD11OC101M/media/FA_M03_Reading_02_Classroom-Assessment.pdf
- Lloyd, R. (n.d.). *Interactive for life project*. <https://phecanada.ca/activate/gender-equity/gender-diverse>
- Lundvall, S. & Maivorsdotter, N. (2021). Environing as embodied experience—A study of outdoor education as part of physical education. *Frontiers in Sports and Active Living*, 3, <https://www.frontiersin.org/articles/10.3389/fspor.2021.768295/full>
- Martin, B.H., Snook, B., & Buck, R. (2018). Creating the Dance and Dancing Creatively: Exploring the Liminal Space of Choreography for Emergence, *Journal of the Canadian Association for Curriculum Studies*, 16 (1), 162-174. <https://jcacs.journals.yorku.ca/index.php/jcacs/article/view/40369/36371>
- McTighe, J. & Wiggins, G. (2012). *Understanding by design framework*. Alexandria VA: ASCD. Available at: https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
- Physical & Health Education Canada. (n.d.). *Welcoming and engaging school physical education opportunities for girls: A guidebook*. <https://phecanada.ca/sites/default/files/content/images/PHE-20-Gender%20Equity-Guidebook-EN.pdf>
- Physical & Health Education Canada. (2021). 2SLGBTQ+ inclusion in school-based physical activity programs. <https://phecanada.ca/sites/default/files/content/docs/phe-canada-lgbtq2s+inclusionguidebook-en-final.pdf> and <https://phecanada.ca/activate/gender-equity/gender-diverse>
- Teaching Sexual Health (n.d.) <https://teachingsexualhealth.ca/teachers>

RECOMMENDED RESOURCES:

- Alberta Education. (2010). *Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction*. Author. <https://open.alberta.ca/publications/9780778586012>
- Safety Guidelines for Physical Activity: https://education.alberta.ca/media/160206/sg_pa_final_2014.pdf
- Williams, N. (1992, 1994, 1996, 2015). The physical education hall of shame I Parts I to IV. *Journal of Physical Education, Recreation and Dance*. See Leganto.
- Part 1 - <https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fphysical-education-hall-shame%2Fdocview%2F215766321%2Fse-2%3Faccountid%3D9838>
- Part 2 - <https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fphysical-education-hall-shame-part-ii%2Fdocview%2F215762302%2Fse-2%3Faccountid%3D9838>

Part 3 – <https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fphysical-education-hall-shame-part-iii%2Fdocview%2F215769712%2Fse-2%3Faccountid%3D9838>

Part 4 - <https://ezproxy.lib.ucalgary.ca/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-journals%2Fphysical-education-hall-shame-part-iv-more%2Fdocview%2F1651525090%2Fse-2%3Faccountid%3D9838>

Young, J., Haas, E., & McGown, E. (2010). *Coyote's guide to connecting with nature (2nd Edition)*. Chapter 1: *Coyote as our guide*. Shelton, Wash: OWLLink Media.

Websites:

Physical and Health Education Canada: <https://phecanada.ca>

Health and Physical Education Council of the Alberta Teachers Association. <https://www.hpec.ab.ca>

Ontario Physical Education. <https://www.ophea.net>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1.	Effective PE Pedagogy	Partners	35%	<ul style="list-style-type: none"> Sept 27th (Please post Part B before class)
2.	Unit Plan	Individual	40%	<ul style="list-style-type: none"> October 20th
3.	Critical Reflection & Course Engagement	Individual	25%	<ul style="list-style-type: none"> Sign-up, weekly October 27th for final submission

LEARNING TASKS AND ASSESSMENT

1. LEARNING TASK 1: Effective PE Pedagogy

You will work in groups and select/research a physical education pedagogy topic to better understand and develop knowledge in effective planning and teaching in your discipline area. Each group will select a different topic that address contemporary ideas and practices for teaching physical education meaningfully. You will be expected to explore a variety of reliable sources including relevant course readings, journals for teachers, online publications on teaching and learning in your discipline.

- A. Create an instruction plan for a PD workshop that you will be facilitating. This will be a 30-min workshop where you will share and help build new ideas/skills with participants (rest of the class) about your topic. It should be thoughtful and engaging for your classmates where you guide them through your learnings and insights. Your goal is to enhance participants' knowledge, skills and attitudes related to your chosen pedagogy topic. You will also provide a self-assessment that includes a summary of participants' feedback and concluding reflection (250-300 words) about the workshop.

- B. Create a professional development package for your workshop participants that includes a description of the issue/topic (topic, rationale, key ideas, and practices found, connections to the physical education class, questions/concerns remaining), tangible resources teachers can use in the classroom that reflect best practice in the pedagogy topic area, key recommendations/insights and references. Post this in the class Google folder for participants **prior** to your workshop session.
- C. Conduct a PD Workshop: Facilitate and engage the class in learning selected ideas and/or practices you found in your research using the instruction plan you developed. The 30-minute in-person workshop will take place on September 27th.

The topics should be based on perceived challenges in teaching, based on past experiences in learning/teaching your discipline (i.e., Field Experience 1 and 2, Specialization I) and the teaching approach should be useful in the development of your unit plan (LT2), as well as upcoming field experiences (3 & 4) and future teaching.

Grading Criteria for Learning Task 1 (*more details will be discussed in class and posted on D2L*):

Quality of resource package – Informative design, clarity of issue/information, depth of information provided, quality and relevance of resources.

Quality of instructional plan – Constructive/thoughtful activities chosen, plan is effective in engaging class in your key learnings/insights, information provided clearly and thoroughly, plan participants' knowledge, skills, attitudes related to the topic. Thoughtful and careful analysis of facilitation is provided, including individual reflection about the planning process, facilitation, participant feedback and overall summative self-evaluation.

Facilitation of PD Workshop – workshop materials provided to class in timely fashion; workshop is facilitated in a meaningful way; participants engaged actively in workshop activities; workshop was well-planned; excellent communication/presentation skills, questioning, dialogue/discussion prompts, reflection and summary of participant evaluations provided.

2. LEARNING TASK 2: Unit Plan

For this assignment, students will work individually to design a unit learning plan, illustrative of key aspects of theory introduced in the course. The learning task should contain all the elements listed below.

1. Unit Description & Rationale

- Briefly describe the theme of your unit and how your unit fits within Alberta program mandates.
- Describe what your overarching goals/outcomes for the overall unit and ultimately what you're hoping students will take away from it.
- Include an explanation where the value of the unit is presented. This rationale should support your choice to create a full unit on this topic.
- You should also explain what type of curricular model(s) that grounds the unit (or how this unit fits into an overarching model that is being used for multiple units) and why you chose to go in this direction.

2. Cues List

- Choose at least 2 knowledge/understandings, skills, processes, attitudes (KSA/KUSPs) for each lesson and create your simple, kid-friendly teaching/instructional cues (3-4 cues) that you will use to introduce and reinforce in your formative assessment feedback. These should be in bullet form.

3. Unit Plan

- Using the template provided in D2L, design an 8-lesson unit plan (in bullet form) for your chosen theme. Each lesson should indicate appropriate connections to the learning outcomes in the Alberta POS or K-6 curriculum.
- Learning activities/Instructional Tasks: Describe the details about the main methods for teaching through the unit. This is specifically about how you will teach the content for each lesson (intro, body closure): instructional tasks (remember the key elements), teaching style(s), etc. You will need to make sure that you have appropriate progressions (content development) of skills/activities across the 8 lessons.
- Please ensure you provide a description of the daily assessment strategies that align with your objectives. These should also be consistent with your overall assessment strategy.
- Please include organizational and key safety considerations that are pertinent to the learning activities and instructional tasks you have planned (consider planning for safety concepts covered in class, legal liability and the Alberta Physical Activity Safety Guidelines).

4. Lesson Plans

Using the template provided in D2L, create quality lesson plans for first 2 lessons of your unit. Be sure to include the following:

- Subject, topic, grade level, class length, your name, date, total # of students.
- General & specific outcomes
- Lesson objectives
- Accommodation plan for differentiation – based on student characteristics decided in class.
- Equipment & resources needed.
- Appropriate introduction (set induction), lesson development (content analysis & development), and closure (conclusion)
- Anticipated time, anticipated progression of tasks, how tasks will be communicated, organizational arrangements, goal orientation, teaching cues.
- Teaching & learning activities that show variety, appropriate developmental level, progressions and are connected to stated learning outcomes and objectives.
- Safety considerations (make sure you check the *Safety Guidelines Manual*).

5. Overall Unit Assessment Strategy

Provide a description of your overall assessment and evaluation approach for the unit.

- Remember to address the principles of assessment and evaluation that have been covered in class.
- You should have formative assessment strategies that align with your stated objectives (part of your block plan), and a single unit summative assessment. Please provide the grading criteria and evaluation rubric for your unit summative assessment. Remember these should focus on the

(critical) curricular learner outcomes and consider student accommodation.

- Describe/illustrate how your formative assessment strategies you designed along the way within your unit plan connect to your unit summative rubric.

6. Learner Differentiation

Provide an explanation of how your unit plan addresses the interests and needs of a range of students overall. Your accommodation plan for differentiation will be based on student characteristics discussed collaboratively in-class, that clearly demonstrates how you will meet the diverse needs and provide an inclusive classroom.

7. Reflection

In 300-500 words, describe how your unit demonstrates your learning by reflecting on it from the perspective of your process, class experiences, course content, and peer/instructor feedback. Make your learning visible by describing how your experiences and feedback (feed forward) influenced choices, changes, and decisions.

8. List of References/Materials

A list of all sources and materials consulted in preparation of the unit. Note: multiple sources are expected. Present a reference page in APA format.

Grading Criteria for Assignment 2 (more details will be provided in class and posted on D2L):

Individual unit plans will be assessed on the following criteria:

1. **Overall Plan:** You design learning that builds and deepens understanding through a logical, engaging, unified plan with strong learning tasks connected to the inquiry.
2. **Block Plan & Lesson Plans:** You design authentic and engaging lessons that are informed by the disciplinary knowledge and programs of study with activities that are meaningful and relevant to students and to the broader community, and that are of real concern and central to physical education. Appropriate progressions within and across lessons are clear, with clear connection to overall unit objectives and learning outcomes.
3. **Assessment Plan:** You design assessment that provides a comprehensive and holistic picture of all students' learning and competencies (including 3 different ways to differentiate learning (to be discussed in class)).
4. **Reflection:** You make meaningful connections to ways of thinking about physical and health education, and in alignment with the Programs of Study and/or new curriculum.
5. **Presentation:** Overall presentation of plan (organization, logic, format, style)

3. LEARNING TASK 3: Critical Reflection & Course Engagement

This reflection is an opportunity to engage with the course at a deeper level. It provides me with evidence that you have done the readings and reflected on the discussions/activities in class, including how they connect (or not) to your own experiences/ideas. These responses also help ensure that we all can actively participate in the class.

Part I: Discussion Facilitation (sign-up for date)

You and your fellow group members are expected to become an expert on one of the required readings and facilitate a group discussion (approximately 20 minutes). There will be an opportunity to sign-up for the readings on Day 1 of the course (eligible articles for this task will be discussed in class). For this part of the assignment, prepare three discussion questions, with a short, bullet form plan for how you will facilitate a lively, active, and engaging discussion (this will be submitted with Part I and II). Be creative in how you have the class engage with the material. This session and crafted discussion questions should not be merely a summary of the article (descriptive questions) but should get people thinking about the key concepts, issues, practical connections to teaching and learning, and/or get everyone to deeply engage with the author's point of view (analytical questions). As part of your daily reflections (below), you will include an assessment/analysis of the quality and success of the discussion. Additional information about criteria for this self-assessment and analysis will be discussed in-class.

Part II: Weekly Reflections (on-going: submitted with Part III on October 27th)

You are expected to write a reflection each week that touches on learnings and insights from course readings, activities, presentations, and discussions (200-300 words). Your reflection will be evaluated based on critical analysis, demonstration of engagement and quality, informed writing. Additional information about writing in this way will be provided in class and posted on D2L.

This assignment also calls for “making connections”. Comment on something in the readings/discussions/activities that especially appealed to you, intrigued you, moved you or annoyed you. How does it help you grow as an emerging teacher? How does it connect (or not) or change to your own thoughts, experiences, or knowledge? Why do you think that is important? How does it relate to teaching and learning in your discipline and how will you apply concepts to your future teaching? Don't comment on everything that drew your attention; rather, develop one thought in some depth. Make sure to include your critical question at the top of every reflection.

This assignment calls for “quality of writing”. While the focus of this assignment is on critical analysis and making connections, a lack of writing clarity, comprehension, and quality can detract from the overall message being conveyed. As such, it is important to pay attention to writing quality (grammar, spelling, punctuation, sentence structure, etc.).

Part III: Synthesis (due October 27th)

This part of the assignment is a synthesized statement (maximum 800 words) that tells the ‘story’ of your reflections and engagement throughout the course. It is a synthesis of all your weekly reflections and interpretations. It is intended to give you the opportunity to formally reflect on the significance of the course to your journey in being and becoming an educator in physical education, your views about physical education, and how it may or may not have facilitated movement of your knowledge, skills and attitudes about teaching physical education.

Note: This assignment is to be assembled in a professional manor. In other words, take pride in what you hand in and treat it like a work of art (creative elements that help to reinforce your points are welcome!).

Grading Criteria for Learning Task 3 (*more details will be provided in class and posted on D2L*):

Discussion facilitation –three key questions are analytical, thought-provoking and clear, uses various strategies to engage peers in discussion, facilitator refers directly to key sections of reading, discussion is guided and balanced, with interactive modalities to promote full participant engagement.

Weekly reflections – engages with key critical questions/issues. Connects insights/questions to class readings, discussions, personal experiences, etc. Raises critical questions for consideration and further discussion.

Synthesis – a thoughtful analysis of reflections and engagement throughout the course is demonstrated. Key ideas within readings, discussions, activities, topics are explored and interpreted in relation to your journey in being and becoming an educator within your discipline.

Quality of writing – Writing clarity and quality (grammar, spelling, punctuation, sentence structure, vocabulary) is high, using APA 7 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.

Note: To be successful in this class, you are required to do all of the readings, attend class, participate in discussions and activities, and complete all 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>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Late submissions without prior discussion with instructor will have a 10% per day penalty. 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

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.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.