

EDUC 535.19/.20: Specialization II — K-12 Social Studies
Summer 2023

AB

Instructor: Dr. Nadia Delanoy**Email:** nadia.delanoy@ucalgary.ca**Class Dates:** July 10 – July 21, 2023**Class Times:** Monday – Friday (1:00pm–3:50pm)**Location:** EDC 255

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 Social Studies 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 discourses and theory within the field of social studies and develop a deeper understanding of ways to enact this theory in diverse classroom contexts. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Social Studies Program 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).

EXTENDED COURSE DESCRIPTION:

To accomplish this, you will draw on previous field and course experiences in ways designed to support meaningful participation in class discussions. The aim is to bring experiences into a working vision for your teaching. The emphasis of the course is to further develop an understanding of the theoretical underpinnings that inform and drive curriculum planning in social studies, as well as to offer guided opportunities in designing learning experiences and developing associated materials that are both authentic and appropriate. In this way, you will develop experiences for students that are discipline specific, consistent with the evidence, as well as performance-based assessment practices, designed with inclusion and differentiation in mind, true to inquiry-based practices, and supportive of intended student outcomes in ways that continue to strengthen learning for both students and teachers alike.

LEARNER OUTCOMES:

- 1) In this course, you will: Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *disciplines that make up Social Studies* and relate this to curriculum planning in the specialization area.
- 2) Identify and critically analyze *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 Program of Study.
- 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*. Edmonton, AB: Alberta Education. <http://education.alberta.ca/media/456082/sockto3.pdf>
- Barton, K. & Levstik, L. (2003). Why don't more history teachers engage students in interpretation? *Research and Practice*, 67(6), 358-361.
<https://link.gale.com/apps/doc/A110311001/PPCM?u=ucalgary&sid=bookmark-PPCM&xid=f8b082eb>
Reprinted in *Social Studies Today* (Routledge, 2015)
<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315726885-6/history-teachers-engage-students-interpretation-keith-barton-linda-levstik>
- Clark, P. (2004). The historical context of social studies in English Canada. In A. Sears & I. Wright (Eds.), *Challenges and prospects for Canadian social studies* (pp. 17-37). Vancouver, BC: Pacific Educational Press. (Posted on D2L)
- den Heyer, K. (2009). Implicated and called upon: Challenging an educated position of self, others, knowledge and knowing as things to acquire. *Critical Literacy: Theories and Practices*, 3(1), 26-36. <https://bit.ly/3k3pT1l>
- Denos, M. (2008). Portals to understanding: Embedding historical thinking in the curriculum. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for secondary teachers* (pp. 97-107). Vancouver, BC: Pacific Educational Press. (Posted on D2L)
- 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>
- Lavoie, J. & Schwandt, D. (2022, Feb. 2022). Addressing socialized resistances to teaching Francophone perspectives in the social studies classroom with Raphaël Gani. *Ed Students in Conversation* (podcast).
<https://bit.ly/36ltAXk>
- Scott, D. & Bailey, D. (2021). Reframing inquiry in education: Designing for a living curriculum. In D. Scott & J. Lock (Eds.), *Teacher as Designer: Design Thinking for Educational Change* (pp. 23-39). Springer. (Posted on D2L)
- van Kessel, C., & Saleh, M. (2020). Fighting the plague: "Difficult" knowledge as sirens' song in teacher education. *Journal of Curriculum Studies Research*, 2(2), 1-20.
<https://curriculumstudies.org/index.php/CS/article/view/59/25>
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Association for Supervision and Curriculum Development (Introduction & Chapter 1: pp. 1-34). <https://bit.ly/30ec2i4>

ADDITIONAL RESOURCES: See Weekly Course Schedule



LEARNING TASKS OVERVIEW

LEARNIG TASKS	DESCRIPTION	FORMAT	WEIGHT	DUE DATE
LT1: Long term unit plan	Using insights from the Scott and Bailey (2021) and Wiggins and McTighe (2005) texts, individuals will design a longer-term grade level specific social studies unit plan organized around an authentic assessment task.	Individual	40%	July 18
LT2: Course reading facilitation	Working in groups, you will lead your colleagues through a 25-minute discussion protocol focussed on one of the course readings. Prior to leading the discussion, you are asked to submit a one-page syntheses of the reading, along with three guiding discussion questions.	Group	20%	See sign-up sheet
LT3: Throughline inquiry question podcast or e-presentation	In partners, you are invited to engage in a 30-minute podcast conversation responding to a co-created throughline question that engages: i) a key notion within the Alberta Program front matter, ii) an issue of concern or challenge in education today, and iii) your own sense making around these themes.	Group	40%	July 22

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings (*Denotes facilitated reading)	Due Dates and Tasks
Days 1-2	Moment 1: <i>The past and present of social studies in Alberta</i>	Clark, P. (2004). The historical context of social studies in English Canada. In A. Sears & I. Wright (Eds.), <i>Challenges and prospects for Canadian social studies</i> (pp. 17-37). Vancouver, BC: Pacific Educational Press. (Posted on D2L) Alberta Education. (2005). <i>Programs of study: Social studies, kindergarten to grade 12</i> . Edmonton, AB: Alberta Education. http://education.alberta.ca/media/456082/sockto3.pdf	Introductions to course and tasks LT2 sign up Choose a grade level and topic for LT1
Days 3-4	Moment 2: <i>Designing authentic assessment tasks for a living curriculum</i>	*Scott, D. & Bailey, D. (2021). Reframing inquiry in education: Designing for a living curriculum. In D. Scott & J. Lock (Eds.), <i>Teacher as Designer: Design Thinking for Educational Change</i> (pp. 23-39). Springer. (D2L) *Wiggins, G., & McTighe, J. (2005). <i>Understanding by design</i> . Association for Supervision and Curriculum Development (Introduction & Chapter 1: pp. 1-34). https://bit.ly/30ec2i4 Additional resources:	Examine examples of authentic tasks First reading facilitation (LT2) Second reading facilitation (LT2) Class time to work on LT1 – – post work to D2L for formative feedback

Days 5-6	Moment 3: <i>Engaging in history as a discipline</i>	<p>*Denos, M. (2008). Portals to understanding: Embedding historical thinking in the curriculum. In R. Case & P. Clark (Eds.), <i>The anthology of social studies: Issues and strategies for secondary teachers</i> (pp. 97-107). Vancouver, BC: Pacific Educational Press. (D2L)</p> <p>Barton, K. & Levstik, L. (2003). Why don't more history teachers engage students in interpretation? <i>Research and Practice</i>, 67(6), 358-361. https://link.gale.com/apps/doc/A110311001/PPCM?u=ucalgary&sid=bookmark-PPCM&xid=f8b082eb Reprinted in <i>Social Studies Today</i> (Routledge, 2015) https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315726885-6/history-teachers-engage-students-interpretation-keith-barton-linda-levstik</p> <p>Additional resources: Seixas, P. (2006). <i>Teacher notes: Benchmarks of historical thinking a framework for assessment in Canada</i>. https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr8/tns/tn1.pdf</p> <p>TC2 (2015). <i>Historical thinking project videos</i>. https://historicalthinking.ca</p>	<p>Third reading facilitation (LT2)</p> <p>Participate in a historical thinking learning sequence</p> <p>Historical thinking task design workshop with the Doucette library</p> <p>LT1 Due: Tuesday July 18th</p>
Days 7-8	Moment 4: <i>New conceptual possibilities for social studies education</i>	<p>*den Heyer, K. (2009). Implicated and called upon: Challenging an educated position of self, others, knowledge and knowing as things to acquire. <i>Critical Literacy: Theories and Practices</i>, 3(1), 26-36. https://bit.ly/3k3pT1l</p> <p>*van Kessel, C., & Saleh, M. (2020). Fighting the plague: "Difficult" knowledge as sirens' song in teacher education. <i>Journal of Curriculum Studies Research</i>, 2(2), 1-20. https://bit.ly/38fMHZ5</p>	<p>Fourth reading facilitation (LT2)</p> <p>Generate and time to work throughline question for LT3</p> <p>Fifth reading facilitation (LT2)</p>
Days 9-10	Moment 5: <i>Curricular encounters with Indigenous and Francophone perspectives</i>	<p>Donald, D. (2020). <i>Homo economicus and forgetful curriculum: Remembering other ways to be a human being (video)</i>. UAlberta Sustainability. https://www.youtube.com/watch?v=VM1J3evcEyQ</p> <p>Lavoie, J. & Schwandt, D. (2022, Feb. 22). Addressing socialized resistances to teaching Francophone perspectives in the social studies classroom with Raphaël Gani. <i>Ed Students in Conversation</i> (podcast). https://bit.ly/36ltAXk</p> <p>Choose one additional reading: Madden, B. (2019). <i>Indigenous counter-stories in Truth and</i></p>	<p>Sixth reading facilitation (LT2)</p> <p>Participate in two curricular encounters in place learning sequences (sources)</p> <p>Final syntheses of key course insights</p> <p>LT3 Due: Saturday July 22</p>



		<p><i>Reconciliation education.</i> EdCan Network. https://www.edcan.ca/articles/trc-education/</p> <p>Royal Commission on Aboriginal Peoples. (1996). Vol. 1. <i>Looking forward, looking back.</i> Author. (pp. 36-46). http://central.bac-lac.gc.ca/.item/?op=pdf&app=rcap&id=rcap-490&redirect=1</p>	
--	--	---	--

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.

LEARNING TASK 1: Long term unit plan (40%) Due: July 18

Employing a unit plan template, in this individual assignment you will use insights from two course texts (Scott & Bailey, 2021; Wiggins & McTighe, 2005) to design a no more than three-page unit plan organized around an authentic assessment task that applies aspects of theory explored in the course to practice. You are asked to design for 5-6 periods of class time. You will receive formative feedback from your instructor as you develop your plan, which should include the following elements:

Stage 1: Identifying Desired Results

✓ *Unit Title, Grade Level, Big Idea, Enduring Understanding and Connection to Personal Vision and Program of Study*

Clearly articulate the context of the unit within the Alberta Social Studies Program of Study (Alberta Education, 2005), including the unit title, grade level, big idea and enduring understanding the unit seeks to leave students with. Briefly outline how this unit reflects your vision for social studies education as well as key notions within the Alberta Social Studies Program of Study (Alberta Education, 2005) front matter.

✓ *Powerful Inquiry Question*

Clearly articulate an inquiry question to guide the unit of study. The inquiry question should be thought provoking and intellectually engaging and likely to initiate discussion and debate in ways that cannot be effectively answered by recall alone.

✓ *Connection of Grade Level Learning Intentions from the Alberta Social Studies Program of Study to the Unit Plan and Lesson Plans*

Outline the learning intentions for the unit, which should clearly define what the students should know, be able to do, and come to appreciate by the end of the unit. You must identify and address at least one learning outcome from each domain within the Alberta Social Studies Program of Study: knowledge/understandings, skills/processes, and values/attitudes.

Stage 2: Determining Acceptable Evidence

✓ *Authentic Performance Assessment Task*

Provide a clearly articulated summative authentic assessment task that is connected to the world, personally meaningful for students, and requires them to apply what you want them to learn in ways that show deep understanding. You will want to ensure that the learning outcomes are strongly linked to the performance task. Questions to consider include: How



might you make connections to the community in which students live? How can your task have value and meaning beyond your class and school? How will you know students understand what it is you are trying to teach them on a deeper level? The task outlined in this part of your unit would be a document you give to students and parents clearly describing the expectations for the performance task, and therefore should be written in a way that is understandable for the grade level being taught.

✓ *Criteria Section and Excellent Section of Summative Performance Assessment Task Rubric*

Using the principles for effective rubrics, create three assessment criteria at the excelling level to assess the summative authentic assessment task. The assessment criteria should be specific, clear, and well-articulated.

Stage 3: Designing the Learning Sequence

✓ *Learning sequence*

Using the table provided within the unit plan template, design a 5-6 day instructional sequence to prepare students to respond to the authentic assessment task in sophisticated ways. You should note where and when specific learning outcomes identified in stage 1 will be engaged. Your instructional plan should also include formative-assessment feedback loops, ways to address differentiation for diverse learners including English-as-a second-language learners. You should also include links to any resources or materials that would not be immediately available to a teacher.

LT2 CRITERIA FOR ASSESSMENT AT THE EXCELLING LEVEL

Connection to POS /4	Demonstrates significant understanding into how this unit is linked to both key themes articulated in the front matter and outcomes in a specific grade level of the Alberta Program of Study. Explanation includes specific and concrete examples of how these elements were present in the unit.
Inquiry question/s /4	The inquiry question/s that guide the unit are thought provoking and intellectually engaging and are likely to spark discussion and debate . Question/s clearly call for higher-order thinking , such as analysis, inference, evaluation, and prediction and cannot be effectively answered by recall alone.
Big ideas/ enduring understanding /4	Big ideas/enduring understandings offer a clearly and succinctly articulated powerful insight in the form of an affirmative statement (rather than a question) that is worth students remembering long after everything else they have learned is forgotten.
Learning intentions /4	All learning intentions are clearly stated, well- articulated, and assessable – focused on what students are meant to learn, rather than activities. Includes at least one well-chosen objective from each of the three domains of the grade level program: values/attitudes, skills/processes, knowledge/understandings.
Authentic Performance Task /8	Authentic assessment task is strongly connected to the world, would be personally meaningful to students, and requires students to apply what you want them to learn in ways that show deep understanding. Desired knowledge/skills/values (big ideas) are strongly linked to summative performance task that requires students to apply knowledge in ways that show deep understanding .
Assessment Criteria /4	Offers at least three specific and well- articulated criteria at the excelling level that will be used to assess the authentic assessment task. Criteria have been specifically crafted for this task.
Learning sequence and annotations /12	Lesson description is detailed and developed well addressing all key elements including how topic will be introduced, how necessary background knowledge will be imparted, and how students will gain competencies with key skills and processes identified in stage 1. Provides a well-developed plan for how formative-assessment feedback loops and assessment criteria will be integrated into the lesson. Offers rich opportunities for students to process and make meaning of new knowledge and skills. Links to all necessary resources are present . Effectively outlines how various domains of differentiation including special needs and English as additional language learners will be accommodated.



LEARNING TASK 2: Course Reading Facilitation Using a Discussion Protocol (20%)

Due: Ongoing based on reading presentation day (see sign-up sheet)

Protocols, involving structured ways to facilitate dialogue and collaboration, provide a powerful means to promote deep learning, along with knowledge sharing and building within learning communities. Within the domain of education, protocols offer educators ways to explore educational texts more deeply, as well as problems and issues that surface within the diverse contexts in which they work. Over the course of the term, you will engage several texts to help you gain deeper insights into the nature of social studies education. In this two-part assignment you can help deepen your colleagues' understanding of key insights, understandings, and issues present within one of these texts by leading your classmates through a discussion protocol. Your instructor will distribute a list of readings and discussion dates in class.

Part I: One-page synthesis of a class reading (10%)

Due: Posted on D2L 12 hours prior to in-class discussion date

In the first part of this assignment, you are invited to work in a group of 4 to provide your colleagues with a no more than one-page syntheses of one of the course texts. In writing this synthesis, which can be done in point form, you are asked to consider:

- What 3-4 insights from the text are the most relevant and important?
- What key quotes from the text are most helpful in highlighting these key insights?
- What are 2-3 key questions that would help your colleagues more deeply engage with this text?

When handing in your one-page syntheses, please also include an outline of steps of the discussion protocol your group has created, modified, or plans to use (see links below) to facilitate a **25-30 minute** class discussion around your chosen course reading. The following sites list a range of protocols that your group can choose to use or modify:

- Harvard Graduate School of Education. (n.d.). *Teaching & learning lab: Discussion protocols*: https://www.gse.harvard.edu/sites/default/files/Protocols_Handout.pdf
- Cult of Pedagogy. (2015). *The big list of class discussion strategies*: <https://www.cultofpedagogy.com/speaking-listening-techniques/>
- School Reform Initiative. (n.d.). *Protocols*: <https://www.schoolreforminitiative.org/protocols/>

Part II: Facilitate your chosen reading using a design protocol (10%)

In the second part of this assignment, you have the opportunity to lead your colleagues through the **25-30 minute** discussion protocol focused on your chosen course reading. Over the course of facilitating this protocol you are asked to:

- Bring forth the 3-4 key insights (and accompanying quotes) your group identified in your synthesis of your chosen course reading
- Introduce questions to help guide and focus dialogue, reflection, and discussion (these may be the same as the ones identified in your one-page syntheses)

LT2 Criteria for Assessment at the Exemplary level:

Quality of planning document	One-page synthesis of the group's chosen reading and outline of the steps of the discussion protocol were posted on D2L at least 12 hours in advance of discussion. Synthesis showed deep comprehension of the text by identifying 3-4 strongly relevant and well-articulated central insights, supporting quotes, and discussion questions.
Effectiveness of discussion facilitation	The group was able to effectively lead a 25-30 minute class discussion on a course reading using a protocol. Key insights from the text and guiding questions were effectively integrated into session. The facilitation of the discussion sparked high levels of engagement, discussion, and debate.
Level of group collaboration	Responsibilities for facilitation of the discussion were shared equally among group members in that there were no hibernators or dominators.



LEARNING TASK 3: Throughline inquiry question podcast or e-presentation (40%) Due: July 22

In this assignment you are invited to engage in a 20-25 minute conversation with a partner responding to a co-created throughline question via the modality of a podcast or an e-presentation. Following the den Heyer (2009) article, your throughline question should engage 3 S understanding — self, subject, society. To do this you are asked to co-create a throughline question that implicates: i) a key notion within the Alberta Program front matter (subject), ii) an issue of concern or challenge in social studies education today (society), and iii) your own experiences and sense making around these themes (self). Examples of throughline questions along these lines include:

1. How can I carry out the vision of transformative citizenship outlined in the Alberta program front matter when the culture of classroom practice often seems deeply disconnected from this aim?
2. How can I meaningfully and ethically engage my students with Indigenous perspectives and/or any ‘Other’ perspectives and how to negotiate (discuss) elements of cultural appropriation?

To respond in dialogue form to your throughline question, you are asked to engage one text from the course reading list, along with one additional text that provides powerful insights into your question. Guidance will be offered by the instructor to help you identify these texts. As part of implicating yourself in your question, you will also draw upon your own previous personal experiences and observations from your field experiences. In line with the philosophy of authentic tasks where assignments are created that have value and worth beyond the classroom, this podcast or e-presentation is an opportunity to engage in these ways.

LT3 Criteria for Assessment:

The assessment rubric for this assignment will be created in consultation and collaboration with the classroom community. Formative and summative assessment techniques will be employed over the course of the inquiry guided by the following documents:

- Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Galileo Educational Network. <https://www.galileo.org/cea-2009-wdydist-teaching.pdf>
- Leahy, S., Lyon, C. Thompson, S. & Williams, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63(3), 19-24.
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18772694&site=ehost-live>

Thus, we will prepare the assessment criteria and rubric together, with an eye towards what it is like to design assessment activities for and with students. The purpose of working through this process together is to engage in the challenges and complexities of creating assessments that consider questions such as: 1) What is good work and how will we know? 2) How do we discern what was learned, rather than merely what was produced? 3) What counts as evidence of learning? 4) What information do we gain as teachers from students’ work and how do we use this information to plan for day-to-day learning and growth?



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

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.