

**EDUC 535.06: Specialization II – Elementary Inclusive Education
Fall 2021**

Section	Instructor	Time	Location	Email
S01	Karen Dittrick	12:30-1:50 pm (Synchronous)	Online	kdittric@ucalgary.ca

Class Dates: Online: September 8 – October 29, 2021 (Monday, Wednesday, Friday)

Office Hours: By appointment via Zoom

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

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 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:

Students will be knowledgeable about:

- 1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the *discipline of Inclusive 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(s) from the Alberta Programs of Study;
- 3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY:

This course will be offered in an online format. Synchronous classes will be held via Zoom on Monday, Wednesday, and Friday from September 8-October 29, 2021.

REQUIRED TEXTBOOK:

Available at University of Calgary Bookstore and On reserve at Doucette Library:

Mitchell, D., Sutherland, D. (2020). *What really works in special and inclusive education*, 3rd Edition.
Abingdon, Oxon: Routledge.

Each student may purchase and download from the following e-book vendors; apps available for Android and Apple devices

[BookShelf\(VitalSource\)](#) ; [Kobo](#) ; [Amazon Kindle](#) ; [Google Play Books](#) ; [iBooks](#) ; [ebooks.com](#)

REQUIRED READINGS:

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Retrieved from

https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Friesen, S., Saar, C, Park, A., Marcotte C. Hampshire, T., Martin, B., Brown, B, & Martin, J. (2015). *Focus on inquiry*. Calgary, AB: Galileo Education Network. Retrieved from

<http://inquiry.galileo.org/>

Meyer, R, Rose, D. H. & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA.: CAST. Retrieved from <http://udltheorypractice.cast.org/home>

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4603679>

ADDITIONAL READINGS:

Alberta Education. (2010). *Inspiring education: A dialogue with Albertans*. Edmonton, AB: Government of Alberta. Retrieved from:

<https://open.alberta.ca/dataset/45370ce9-3a90-4ff2-8735-cdb760c720f0/resource/2ee2452c-81d3-414f-892f-060caf40e78e/download/4492270-2010-inspiring-education-dialogue-albertans-2010-04.pdf>

Alberta Education. (2013). *Ministerial order on student learning*. Edmonton, AB: Government of Alberta. Retrieved from: <https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf>

Alberta Education. (2013). *Teaching quality standard applicable to the provision of basic education in Alberta*. Retrieved from: https://education.alberta.ca/media/1626523/english-tqs-card-2013_3.pdf

Alberta Education. (2013). *The inclusive education library*. Edmonton, AB: Government of Alberta. Retrieved from: <http://www.learnalberta.ca/content/ieptlibrary/>

Alberta Education. (2015). *Supporting positive behavior in Alberta schools*. Edmonton, AB: Government of Alberta. Retrieved from:

<http://www.learnalberta.ca/content/inspb1/html/introduction.html>

Alberta Education. (2016). *Education Act* Retrieved from

http://www.qp.alberta.ca/1266.cfm?page=e00p3.cfm&leg_type=Acts&isbncln=9780779786855

Alberta Education. (2016). *Programs of study*. Edmonton, AB. Government of Alberta. Retrieved from: <https://www.alberta.ca/k-12-education.aspx>

Alberta Learning. (2004). *Standards for Special Education, Amended June 2004*. Retrieved from: <https://open.alberta.ca/publications/0778537781>

Alberta Teacher's Association. (2014). *Report of the blue ribbon panel on inclusive education in Alberta schools*. Edmonton, AB: Alberta Teacher's Association. Retrieved from:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/News-Room/2014/PD-170-1%20PD%20Blue%20Ribbon%20Panel%20Report%202014-web.pdf>

- Edmonton Regional Learning Consortium. (2016). *Engaging all learners*. Retrieved from: <http://www.engagingalllearners.ca/>
- Finley, Todd. (2014, Jul 31). Planning the best curriculum unit ever [blog post]. Retrieved from <https://www.edutopia.org/blog/planning-best-curriculum-unit-ever-todd-finley>
- Friesen, S. (2009). *Teaching effectiveness: A framework and rubric*. Toronto, ON: Canadian Education Association. Retrieved from <http://www.galileo.org/cea-2009-wdydist-teaching.pdf>
- Special Education Council of the Alberta Teachers' Association. (2007). *BOATS: Behaviour, observation, assessment, teaching strategies*, 3rd Edition published 2016. Retrieved from: <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.pdf>
- Towle, Helena. (2015). *Disability and inclusion in Canadian education: Policy, procedure, and practice*. Canadian Centre for Policy Alternatives. Retrieved from: <https://www.policyalternatives.ca/publications/reports/disability-and-inclusion-canadian-education>
- Wiggins, G. (2005). *Understanding by Design*. Retrieved from: Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

LEARNING TASKS OVERVIEW

LEARNING TASK (DUE DATE)	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE
Learning Task #1 (due September 24)	Inquiry Project	40%
Learning Task #2 (due October 20)	Unit Plan and IPP	40%
Learning Task #3 (due October 29)	Evolving Conceptual Understanding of the Discipline/Presentations	20%

I. Learning Task 1: Inquiry Project, 40%

Due: September 24, 2021

For this assignment, students will develop a topic of inquiry/key question to be explored within the discipline. This question should emerge from class discussions, readings, and experiences in the field. The inquiry should be connected to the development of your final longer-term unit plan (Assignment 2). This inquiry project should help you progress towards the unit plan through investigation of a related topic that is vital to supporting students in an inclusive classroom. Students will investigate this topic through research into resources within the discipline. Findings of the inquiry project will be shared electronically and uploaded into Drop Box on D2L on the date due. The inquiry project can include text, visuals, media, and links. Be creative in the development of this inquiry. Required elements of this project include:

1. A well developed and thought-provoking overarching question of inquiry
2. Well researched text and visual presentation of findings/responses, as well as questions and concerns that remain.
3. List of resources used in the project completion and ways to find them. (This should be presented as a reference page)

Assessment Criteria for Learning Task 1

Inquiry projects will be assessed on the following criteria:

1. Quality and meaningfulness of research question and resources used in investigation
 - Clarity of presentation of the inquiry question
 - Fullness of rationale for the question
 - Meaningfulness to pre-service teachers within the discipline
 - Significance and relevance of resources; correct citation
2. Overall Presentation of findings
 - Organization, clarity, and succinctness of digital folder
 - Specificity of references made to resources
 - Effectiveness of writing to convey the brainstorming and key findings of the group
 - Strength of summary of findings
3. Design elements used in representation of inquiry question and findings
 - Effectiveness of visuals in depicting issues raised in inquiry
 - Clear, relevant, and striking use of visuals and/or technology and media
 - Connectedness between inquiry question, supporting text, and use of visual content

Summary of Grading Based on Above Criteria – Learning Task 1

An *A+ to A* project will present a significant research question with a clear rationale and exceptional explication of findings that are organized, well written, and supported. The inquiry project will employ engaging and clearly connected visuals.

An *A- to B+* project will be guided by a good research question with a supporting rationale and generally well written and developed findings that are paired with research support and some examples. The inquiry project will include mainly relevant and strong visuals.

A *B to C+* project may present a roughly sketched research question in need of some refinement, a somewhat developed rationale, and findings that are lacking in some clarity, development, and/or examples. The inquiry project will include many images and files, but may not be complete or may hold examples that are not connected to the project.

II. Learning Task 2: Design a Unit Plan and IPP, 40%

Due: October 20, 2021

This learning task consists of two parts: **a unit plan and an IPP**. For this assignment, students will work independently to design a unit plan, illustrative of key aspects of universal design and differentiated instruction introduced in this course. Through your planning, you will demonstrate your ability to plan meaningful learning experiences for all students and will demonstrate your ability to differentiate and make accommodations to support student learning.

Although you may choose your subject area, **you are required to select from the core subjects: language arts, social studies, science or mathematics**. You will write one IPP for a student with an identified exceptionality, extracting key information from a formal academic assessment that will be provided. Your goals and objectives will be reflective of the unit you have developed. Your final unit

plan will also demonstrate appropriate universal design elements to include a variety of exceptionalities in your plan of instruction and assessment.

Assessment Criteria for Learning Task 2:

In collaboration with your peers and instructor, you will develop the assessment criteria based on the following themes:

UNIT PLANNING	Emergent, but Needs Improvement	Meets Expectations	Exceeds Expectations
Authentic and engaged learning Learning is meaningful and relevant to students and to the broader community, and that are of real concern, central to the discipline and aligned with the Program of Studies.			
Balanced assessment Assessment of learning provides a comprehensive and holistic picture of student learning and competencies.			
Differentiated learning Addresses the diversity and range of students' needs (must include three ways in which your plan addresses the diverse needs of students, one of which must include ELL strategies or integration).			
IPP	Emergent, but Needs Improvement	Meets Expectations	Exceeds Expectations
Student Information <ul style="list-style-type: none"> •Collate student background information, including home life, personal profile, and perspectives •Clearly identify strengths and needs •Provide a well-defined baseline of current performance and achievement 			
Assessment <ul style="list-style-type: none"> •Concisely summarize the pertinent parts of the professional evaluation •Outline specific assessment procedures for informally and formally evaluating student progress •Conduct formal review of progress at scheduled reporting periods with timeline and dates 			
Goals/Objectives <ul style="list-style-type: none"> • State 3 SMART long-term goals that are clearly generated from and aligned with the professional assessment • Write 3 actionable objectives for each long term goal • Identify effective strategies to achieve the objectives 			
Strategies/Transition Plan <ul style="list-style-type: none"> • Create an achievable, meaningful transition plan for school-day changes and placement changes 			

III. Learning Task 3: Evolving Conceptual Understanding of the Discipline/Presentations **(20%) Due: October 29, 2021**

Learning Task 3 consists of two components:

Part 1: You will design an interactive presentation for your classmates using the guidance of the topics in our textbook, *What Really Works in Special and Inclusive Education* by David Mitchell. In doing so, you will create an opportunity to practice and utilize teaching strategies that you can draw upon in your field experience and that will enhance teaching skills and ability to work with diverse learners.

Part 2: You will create a one page description of one specific learning challenge and some of the teaching strategies that can be used to specifically support a child who struggles with this learning challenge in the classroom. Specific format to be discussed in class.

All contributions to the class resource must include the following information:

- A detailed description of the learning challenge and how it may present itself in a classroom including any related challenges the child may experience as a result of the learning challenge.
- Detailed description of the teaching strategies that can be used to support the student and why these strategies have been selected.
- Additional resources (print, visual, websites, technology etc) that can be used to further inform teaching and learning in the classroom.

Assessment Criteria for Learning Task 3:

Working with your peers and instructor, you will complete the assessment rubric below:

Assessment Element		Emergent but needs improvement	Meets Expectations	Exceeds Expectations
Presentation	Quality of Presentation		<ul style="list-style-type: none"> • Clear • Comprehensive • Insightful • Interactive/Engaging 	
	Demonstrated Understanding of teaching strategy		<ul style="list-style-type: none"> • Relevant to elementary school context • Exemplars provided to demonstrate use in elementary classroom. 	
Written Contribution	Quality of One-Page Submission		<ul style="list-style-type: none"> • Clear • Comprehensive • Insightful • Free from error (spelling, grammar, punctuation, sentence structure) 	
	Demonstrated Understanding of Learning Challenge and Supports		<ul style="list-style-type: none"> • Clear and comprehensive description of learning challenge and teaching strategies identified • Accurate citation of resources identified and/or used 	

WEEKLY COURSE SCHEDULE:
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.

Topics/Themes	Tasks
Week 1: (September 8-10) <ul style="list-style-type: none"> • Welcome & Introduction • Reviewing framework for <i>Elementary Inclusion Practice</i> in Alb 	<p><i>Tasks for this week:</i></p> <ol style="list-style-type: none"> i. Welcome, Introductions ii. Review Course Outline iii. Begin inquiry project iv. Set up for presentations v. Participate in D2L Course Cafe <p><i>Suggested Readings:</i></p> <ul style="list-style-type: none"> • Alberta Teachers' Association: Blue Ribbon Report • Inspiring Education • Engaging all Learners • Ministerial Order on Learning, 2013 • Education Act • KSAs
Week 2 (September 13-17) <ul style="list-style-type: none"> • Developing a deeper conceptual understanding of the historical, socio-cultural, political contexts of <i>Elementary Inclusion Practice</i>. 	<p><i>Content:</i></p> <ul style="list-style-type: none"> • <i>Review of inclusive practice frameworks</i> • <i>Back to school legislation and impact on students with special needs</i> • <i>Case Study, brainstorm in breakout groups, large group discussion.</i> <p><i>Tasks for this week:</i></p> <ol style="list-style-type: none"> i. Work on Learning Task #1: Inquiry ii. Strategy 1 Student-led presentation on Friday iii. Strategy 2 Student-led presentation on Friday <p><i>Readings for this week:</i> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i>, 3rd Edition. Abingdon, Oxon: Routledge.</p> <ul style="list-style-type: none"> • <i>Chapter 7</i> • <i>Chapter 8</i>
Week 3 (September 20-24) <ul style="list-style-type: none"> • Developing a deeper conceptual understanding of the historical, socio-cultural, political contexts of <i>Elementary Inclusion Practice</i> 	<p><i>Content:</i></p> <ul style="list-style-type: none"> • <i>RTI</i> • <i>Direct Instruction</i> • <i>Formative Assessment</i> <p><i>Tasks for this week:</i></p> <ol style="list-style-type: none"> i. RTI Case Study

Topics/Themes	Tasks
	<p>ii. Strategy 3 Student-led presentation on Wednesday iii. Strategy 4 Student-led presentation on Friday iv. Strategy 22 and 23 Student-led presentation on Friday v. Complete Inquiry project</p> <p><i>Readings for this week:</i> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i>, 3rd Edition. Abingdon, Oxon: Routledge.</p> <ul style="list-style-type: none"> • Chapter 9 • Chapter 10 • Chapter 28 • Chapter 29 <p>Assignment #1 Due – Sept. 24, 2021</p>
<p>Week 4 (September 27-Oct 1)</p> <ul style="list-style-type: none"> • Identify and critique the key learning perspectives and intentions in the Alberta Programs of Study • Writing an IPP • Writing a Behaviour Support Plan 	<p><i>Content:</i></p> <ul style="list-style-type: none"> • Writing an IPP • Writing a behaviour support plan (BSP) • Case Study, brainstorm in breakout groups, large group discussion. • Teaching strategies/presentations <p><i>Tasks for this week:</i></p> <ol style="list-style-type: none"> i. Develop and complete a behavior support plan (BSP) ii. Begin writing IPP based on case study provided iii. Strategy 6 Student-led presentation on Friday iv. Strategy 7 Student-led presentation on Friday <p><i>Readings for this week:</i> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i>, 3rd Edition. Abingdon, Oxon: Routledge.</p> <ul style="list-style-type: none"> • Chapter 12 • Chapter 13
<p>Week 5 (October 4-8)</p> <ul style="list-style-type: none"> • Designing a Unit and Assessment Plan 	<p><i>Content:</i></p> <ul style="list-style-type: none"> • Writing clear long-term goals and short-term objectives • Understanding assessment and the link to goals and objectives • Differentiating instruction and assessment • Case Study, brainstorm in breakout groups, large group discussion. • Teaching strategies/presentations <p><i>Tasks for this week:</i></p> <ol style="list-style-type: none"> i. Complete writing a behavior support plan (BSP) ii. Complete writing IPP based on case study provided

Topics/Themes	Tasks
	iii. Begin unit plan iv. Strategy 13 Student-led presentation on Friday v. Strategy 8 Student-led presentation on Friday <i>Required readings for this week:</i> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i> , 3 rd Edition. Abingdon, Oxon: Routledge. <ul style="list-style-type: none"> • Chapter 19 • Chapter 14 Wiggins, G. (2005). <i>Understanding by Design</i> . ASCD Finley, Todd: https://www.edutopia.org/blog/planning-best-curriculum-unit-ever-todd-finley
Week 6 (October 11-15) • Designing a Unit and Assessment Plan	Thanksgiving Day – NO Class on Monday, Oct 11 <i>Content:</i> <ul style="list-style-type: none"> • Unit planning • UbD • Teaching strategies/presentations <i>Tasks for this week:</i> <ul style="list-style-type: none"> • Work on Unit Plan and IPP • Strategy 10 Student-led presentation on Friday • Strategy 12 Student-led presentation on Friday <i>Readings for this week:</i> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i> , 3 rd Edition. Abingdon, Oxon: Routledge. <ul style="list-style-type: none"> • Chapter 16 • Chapter 18
Week 7 (October 18-22) • Designing a Unit and Individualized Program Plan	<i>Content:</i> <ul style="list-style-type: none"> • Unit planning • Writing IPP • Teaching strategies/presentations <i>Tasks for this week:</i> <ol style="list-style-type: none"> i. Feedback and Revisions to Unit Plan and IPP/BSP ii. Strategy 16 Student-led presentation on Friday iii. Strategy 17 Student-led presentation on Friday <i>Readings for this week:</i>

Topics/Themes	Tasks
	Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i> , 3 rd Edition. Abingdon, Oxon: Routledge. <ul style="list-style-type: none"> • <i>Chapter 22</i> • <i>Chapter 23</i> <p>Assignment #2 Due – October 20, 2020</p>
Week 8 (October 25-29) <ul style="list-style-type: none"> • Applying the Big Ideas that underpin the overarching learning objectives in a discipline 	<p><i>Content:</i></p> <ul style="list-style-type: none"> • <i>Additional strategies to support students with learning challenges</i> • <i>The language and acronyms in inclusive education</i> • <i>Lingering questions or areas of inquiry</i> • <i>Wrap up and Review</i> <p><i>Tasks for this week:</i></p> <ol style="list-style-type: none"> i. Complete Learning Task 3 ii. Strategy 18 Student-led presentation on Wednesday iii. Strategy 19 Student-led presentation on Wednesday iv. Strategy 20 Student-led presentation on Friday <p><i>Readings for this week:</i></p> Mitchell, D., Sutherland, D. (2020). <i>What really works in special and inclusive education</i> , 3 rd Edition. Abingdon, Oxon: Routledge. <ul style="list-style-type: none"> • <i>Chapter 24</i> • <i>Chapter 25</i> • <i>Chapter 26</i> <p>Assignment #3 Due – October 29, 2021</p>

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

LATE SUBMISSIONS

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

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

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

Attendance/ Prolonged Absence

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

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

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

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Kyle Corry, esa@ucalgary.ca.

Werklund SU Representative is Dwani Joshi, educrep@su.ucalgary.ca.