

AB

**EDUC 551: Comprehensive School Health and Wellness**  
**Winter, 2024**

**Class Dates:** This course begins January 8<sup>th</sup> and continues until February 9<sup>th</sup>. Weekly podcasts and readings have replaced on campus plenary lectures for this course and must be completed BEFORE your lab sessions.

**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:**

A healthy school community supports the wellness of all its members and healthy students make better learners. Within the broader evidence-based Comprehensive School Health framework, this course provides the theoretical foundations, research base, community resources, and experiential learning to create the capacity for future teachers to be health champions.

This will be accomplished by:

- Engaging in self-reflection about our own health and wellness;
- Reading evidence-based reports, engaging in seminars, dialogues, experiential and practical activities;
- Implementing and applying evidence-based health and wellness knowledge into teaching practice.

Please note: There may be VOLUNTARY research associated with this course. Your decision to participate in the research (or not) will have no impact on your grade.

**LEARNER OUTCOMES:**

Students will be able to:

1. Develop a foundational understanding of the three priorities of Comprehensive School Health (CSH) (Healthy Eating, Physical Activity, and Positive Mental Well-Being) and its components;
2. Understand the social determinants of health and multiple dimensions of wellness and apply their connections across the Alberta Education program of studies;
3. Develop teaching and learning strategies that address wellness-related learning outcomes and curriculum competencies;
4. Design evidence-based whole school health promotion practices to address health-related issues in schools;
5. Critically analyze current health literature (from both popular and academic sources) to choose evidence-based content for healthy school communities.

**COURSE DESIGN AND DELIVERY:**

This course is a flipped course that blends both synchronous and asynchronous learning and will be delivered with engagement in a D2L environment before meeting as a lab group. Lab sessions will build on listening and reading assignments completed beforehand.

**REQUIRED RESOURCES:**

All required listening and reading assignments will be posted in your D2L course. There are no required textbooks for this course.

**ADDITIONAL RESOURCES:**

The following key resources will support you as you complete learning tasks for this course.

Visit <https://cshhub.com/> for an extensive list of recommended resources and numerous strategies for implementing CSH in the school context.

Alberta Education. (2017). *Safe and caring schools*. <https://www.alberta.ca/safe-and-caring-schools.aspx?#toc-0>

Alberta Education. (2017). *Mental health in schools*. <https://www.alberta.ca/mental-health-in-schools.aspx>

Bassett-Gunter, R., Yessis, J., Manske, S., & Gleddie, D. (2016). Healthy school communities in Canada. *Health Education Journal*, 75(2), 235-248.  
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0017896915570397>

Canadian Healthy Schools Alliance. (2021). *The Canadian Healthy School Standards*.

<https://www.healthyschoolsalliance.ca/ca-healthy-school-standards>

CASEL. (2020). *Fundamentals of SEL*. <https://casel.org/fundamentals-of-sel/>

Ever Active Schools (N.D.) *Wellness wheel*. Free downloadable from

<https://shop.everactive.org/products/wellness-wheel>

Russell-Mayhew, S., & Grace, A. (2016). A call for social justice and best practices for the integrated prevention of eating disorders and obesity. *Eating Disorders: The Journal of Treatment & Prevention*, 24, 54-62.

<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10640266.2015.1113829>

Tingle, E., Saunders, J. F., Nutter, S., & Russell-Mayhew, S. (2023). Taking weight out of the equation: Unintended harms of weight-focused health promotion in schools. *Journal of Physical Education, Recreation, and Dance*, 94(2), 49-58. 10.1080/07303084.2022.2146818

<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/07303084.2022.2146818>

World Health Organization. (2021). *Making every school a health-promoting school – Global standards and indicators*. <https://www.who.int/publications/i/item/9789240025059>

### EXPERIENTIAL LEARNING RECOMMENDATIONS:

Students must listen to assigned podcast lectures (or read the transcripts) before lab sessions. Course podcasts are available on D2L, as well as major podcast platforms like [Spotify](#) and [Apple Podcasts](#) by the title *The Podclass: Conversations on School Health*. This podcast format is intentional so that students may have the opportunity to pursue their own wellbeing if they choose through physical movement (walking, exercise, yoga, chores, etc.) or a restorative hobby (crafting, arts, etc.) while listening to podcasts to experience the benefits of making time for wellness.

### LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1: CSH Action Plan and Presentation	Presentation of action plan guiding how a wellbeing initiative would be implemented through a CSH approach	Group	40%	Jan 30
Learning Task 2: Podcast Practical Analysis Portfolio	Entry A: Reflexive analysis and ideas for application based on the lectures and podcasts for Weeks 1 & 2	Individual	20%	Jan 19

	Entry B: Reflexive analysis and ideas for application based on the lectures and podcasts for Weeks 3 & 4	Individual	20%	Feb 2
	Entry C: Reflexive analysis and forward-looking ideas for application based on the lecture and podcasts for Week 5	Individual	20%	Feb 9

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Learning Tasks Due
<b>Lab 1</b>  <b>Jan 9</b>	Foundations of Comprehensive School Health	<p><b>Required Listening (listen <i>before</i> lab):</b>            Directions on how and where to listen to course podcasts are also on D2L.</p> <p>Tingle, E. (Host). (2020). Foundations of comprehensive school health with Scott Bailey [Audio podcast episode]. In <i>The Podclass: Conversations on School Health</i>. University of Calgary, Werklund and Ever Active Schools.</p> <p>-Listen to 1-2 additional podcasts from list posted in D2L shell for this week.</p> <p><b>Required Reading:</b>            Joint Consortium for School Health. (n.d.) <i>What is comprehensive school health?</i>  <a href="http://www.jcsh-cces.ca/images/What_is_Comprehensive_School_Health_October_14_2015_-_2-pager.pdf">http://www.jcsh-cces.ca/images/What is Comprehensive School Health October 14 2015 - 2-pager.pdf</a> (2-pages)</p>	
<b>Lab 2</b>  <b>Jan 16</b>	Weight-neutral promotion of physical wellbeing in schools	<p><b>Required Listening:</b>            Tingle, E. (Host). (2020). Weight-neutral health promotion in schools with Dr. Shelly Russell-Mayhew [Audio podcast episode]. In <i>The Podclass: Conversations on School Health</i>. University of Calgary, Werklund and Ever Active Schools.</p>	<p><b>Portfolio Entry A DUE Friday, January 19<sup>th</sup>.</b></p>

		-Listen to 1-2 additional podcasts from list posted in D2L shell for this week.	
<b>Lab 3</b> <b>Jan 23</b>	Healthy relationships in school communities	<p><b>Required Listening:</b> Tingle, E. (Host). (2023). Embracing Social Emotional Learning: A continuous imperative featuring Dr. Kimberly Schonert-Reichl [Audio podcast episode]. In <i>The Podclass: Conversations on School Health</i>. University of Calgary, Werklund and Ever Active Schools.</p> <p>- Listen to 1-2 additional podcasts from list posted in D2L shell for this week.</p>	
<b>Lab 4</b> <b>Jan 30</b>	Positive mental wellbeing	<p><b>Required Viewing:</b> Mental Health Literacy Explained: <a href="https://youtu.be/17N14HeNro8">https://youtu.be/17N14HeNro8</a></p> <p>Mental Health Literacy Pyramid Explained: <a href="https://youtu.be/VgYmIsYmUIU">https://youtu.be/VgYmIsYmUIU</a></p> <p>Stress: <a href="https://youtu.be/jHjkEfwfECo">https://youtu.be/jHjkEfwfECo</a></p> <p><b>Required Listening:</b> Tingle, E. (Host). (2020). Encouraging positive mental health in schools with Andrew Baxter [Audio podcast episode]. In <i>The Podclass: Conversations on School Health</i>. University of Calgary, Werklund and Ever Active Schools.</p> <p>- Listen to 1-2 additional podcasts from list posted in D2L shell for this week.</p>	<p>CSH Action Plan and Presentation <b>DUE Tuesday, January 30<sup>th</sup>.</b></p> <p><b>Portfolio Entry B DUE Friday, January February 2<sup>nd</sup>.</b></p>
<b>Lab 5</b> <b>Feb 6</b>	Positive teacher wellbeing	<p><b>Required listening:</b> Tingle, E. (Host). (2020). Teacher wellbeing with Dana Fulwiler [Audio podcast episode]. In <i>The Podclass: Conversations on School Health</i>. University of Calgary, Werklund and Ever Active Schools. <a href="https://everactive.org/services/the-podclass/the-podclass-episodes/">https://everactive.org/services/the-podclass/the-podclass-episodes/</a></p>	<p><b>Portfolio Entry C DUE Friday, February 9<sup>th</sup>.</b></p>

		- Listen to 1-2 additional podcasts from list posted in D2L shell for this week.	
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### **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 two required Learning Tasks for this course.

#### **Learning Task 1 (Group): Comprehensive School Health Action Plan and Presentation**

**Worth: 40% of Grade**

**Due Date: January 30<sup>th</sup>**

**Format: Presentation that includes slides for submission to D2L Dropbox**

**Length: 10-12 minutes**

#### **Purpose**

The implementation of the Comprehensive School Framework in K-12 schools normally requires collaboration between multiple teachers and administrators to effectively move forward. The purpose of this learning task is to practice moving with colleagues through developing an action plan that could be implemented in a school setting and presenting on your plan.

For this learning task, identify a current wellbeing need at a group member's placement school based on a publicly available school development plan (SDP). As a group, develop a workable project for addressing this wellbeing need. You must use the Comprehensive School Health framework, consider multiple stakeholders across the school community, use evidence-backed ideas, and tie in your project to at least one of the current provincial priority areas (Active Living, Healthy Eating, or Mental Wellbeing). The following websites are valuable tools for brainstorming and planning a health action plan: a free download available at <https://shop.everactive.org/products/ideas-for-your-healthy-school-action-plan> and <https://healthyschoolsbc.ca/healthy-school-stories/search/>

Imagine you are presenting your Action Plan at a meeting that will have colleagues, school staff, and parents present. Some members of your audience will be familiar with Comprehensive School Health, while others will need some background information on the model. Develop a presentation of your group's action plan that is prepared and presented collaboratively by your group, outlining how your chosen initiative would be implemented and providing details on the steps required to proceed. How will you persuade the various members of your audience that this is a project worthy of their support?

Connect your proposal with specific goals from a school development plan and share the research that supports your approach. Come up with a plan for evaluating the effectiveness of your plan through some kind of data collection. Clearly identify the different ways stakeholders (colleagues, staff, and parents) can participate in or support the project as part of your presentation.

You are encouraged to be creative with your presentation to engage your audience (e.g., skit, interactive activity, poem, etc.) The presentation should bring your action plan to life in a way that synthesizes your learning thus far. You will be presenting during the fourth lab session. Your presentation should be 10-12 minutes long. **Presentation slides or accompanying materials and references should be submitted via D2L on the day you present.** Citations should follow APA 7<sup>th</sup> edition style.

Artificial intelligence tools, such as ChatGPT, can be used for this assignment as long as you make clear when and how you used the tool. The attribution language should include the prompts you used, and how you revised the content for the ultimate written material of your presentation. Be sure to properly cite any language from AI: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Assignment checklist:

Be sure that your action plan...

- Is clearly relevant to a cited wellbeing goal from an School Development Plan (SDP) at a group member's placement school
- Briefly summarizes the CSH framework and explains which parts of your action plan align with the different CSH components (policy; teaching and learning; physical and social environment; and partnerships and services)
- Provides strong research and evidence
- Has a timeline that includes a culminating event or celebration
- Considers how different school stakeholders (administration, teachers, staff, students, and parents) can become involved through a clear request for specific support
- Includes a plan for evaluating and measuring the impact and effectiveness of your proposal
- Has a list of references in APA 7<sup>th</sup> edition style. If AI has been used to generate ideas, a record of prompts and responses is included.



**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

	<b>90% to 100% (A to A+) Indicates work that:</b>	<b>80% to 89% (B+ to A-) Indicates work that:</b>	<b>70% to 79% (B- to B) Indicates work that:</b>	<b>60% to 69% (C to C+) Indicates work that:</b>	<b>50% to 59% (D to C-) Indicates work that:</b>
<b>Overall Quality and Impression</b>	Is outstanding and of an exceptional standard. All assignment expectations have been thoughtfully and effectively met.	Is very strong and of a high standard. Nearly all assignment expectations have been successfully met.	Is good and of an acceptable standard. Most assignment expectations have been adequately met.	Is acceptable and of a satisfactory standard. Some assignment expectations have been met.	Is barely acceptable and of a limited standard. Several assignment expectations have not been met.
<b>Understanding and Detail</b>	Demonstrates insightful and complex understanding of CSH and the action plan topic. The action plan is thorough and backed by compelling evidence.	Demonstrates very strong understanding of CSH and the action plan topic. The action plan is detailed and supported by strong evidence.	Demonstrates good understanding of CSH and the action plan topic. The action plan is clear and supported by evidence.	Demonstrates acceptable understanding of CSH and the action plan topic. The action plan is satisfactory and has limited supporting evidence.	Demonstrates vague understanding of CSH and the action plan topic. The action plan is marginal and lacks supporting evidence.
<b>Presentation and Facilitation Skills</b>	The presentation format is impactful and engaging. All group members contribute equally and the presentation is organized and easy to follow. The group expertly facilitates questions and discussion from the audience.	The presentation format is very effective. All group members contribute and the presentation is organized and clear. The group effectively facilitates questions and discussion from the audience.	The presentation format is good. Most group members contribute and the presentation is somewhat organized and clear. The group facilitates questions and discussion from the audience well.	The presentation format is adequate. The entire group is not represented or some parts of the presentation may be vague. The group adequately handles questions from the audience.	The presentation format is somewhat ineffective. The entire group is not represented or parts of the presentation are disorganized and/or confusing. The group marginally handles questions from the audience.



<b>Written and Visual Communication</b>	Presentation materials are outstanding and impactful; written language is exceptional in clarity and adherence to APA standards.	Presentation materials are excellent; very strong clarity of written language and adherence to APA standards.	Presentation materials are acceptable; overall clarity of written language and satisfactory adherence to APA standards	Presentation materials are adequate; some written language may lack clarity and there is inconsistent adherence to APA standards	Presentation materials are marginal; written language is unclear and marginal adherence to APA standards.
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### **Learning Task 2 (Individual): Podcast Practical Analysis Portfolio**

**Worth: Each Portfolio Entry is worth 20% of Grade, for a total of 60%**

**Due Dates: January 19<sup>th</sup>, February 2<sup>nd</sup>, February 9<sup>th</sup>**

**Format: Written, visual essay, podcast, concept map, etc. submitted to D2L Dropbox**

**Length: No more than three pages or five minutes depending on format**

Reflexive analysis requires both looking inward as well as outwards towards the contexts we are all a part of. The day-to-day choices you make as a teacher can influence your students' wellbeing, as well as your own. At the same time, you and your students are part of a complex system with various pressures and factors beyond your control. Your Podcast Practical Analysis Portfolio assignment invites you to critically reflect on course content in relation to your own teaching practice, evaluate strategies discussed in lab and podcast episodes, and look for realistic opportunities to apply what you have learned in the course within the complexities of today's teaching context. For example, you could discuss how course ideas may inform: teaching strategies, lesson planning, classroom routines, learning tasks and assignments, extra-curricular activities, leadership activities, assessment and evaluation strategies, professional learning communities, personal wellbeing choices, workplace boundaries, and policy changes you may advocate for. This assignment invites you to explore the ideas from the course that stand out as especially useful or resonant with your pedagogical approach as you enter the teaching profession.

#### **Format:**

You are welcome to be creative in your format for these Podcast Practical Analysis Portfolio entries, though you should be mindful of your time as you consider your choices. Be sure that you choose a format that will allow you to demonstrate the detailed learning you have learned in the course. Possible format options include, but are not limited to:

- Written reflection in essay or more narrative style
- Detailed concept map or infographic with visuals and links to resources
- A mini-podcast or video of yourself (no longer than 5 minutes in length)

- Visual essay with text and images
- Letter to future self (this format can work very well for the final portfolio entry), or a letter to your students

For these assignments, you are asked to create three Portfolio entries to demonstrate your understanding and exploration of the weekly course themes according to the following schedule:

Weekly Themes	Guiding Questions to Consider	Portfolio Entry Due Date
Week 1: Foundations of school health  Week 2: Weight-neutral promotion of physical wellbeing in schools	What are your key take away understandings from these weeks in the course? What ideas challenged or surprised you? Have you seen effective examples of school-wide health promotion? What ideas from the course excite or interest you as you plan for your upcoming practicum? How might you incorporate strategies that thoughtfully consider physical wellbeing in your teaching practice?	January 19 <sup>th</sup>
Week 3: Healthy relationships in school communities  Week 4: Positive mental wellbeing	What messages stood out to you from these weeks in the course? How did stories or examples from course materials relate to what you have observed in field? Are there new resources you have learned about that you would like to use? How might you plan for your students' social, emotional, and mental wellbeing through the choices you make as a teacher now that you have learned more about these topics?	February 2 <sup>nd</sup>
Week 5: Positive teacher wellbeing	How will you plan for and protect your own wellbeing as a teacher? Consider both the short term (Field), and looking further into the future. What strategies have you already found work well for you in terms of taking care of your own health, and are there ideas you would like to explore more? What will you remember from this course?	February 9 <sup>th</sup>

**Include references and note all the podcasts you listened to that informed each Portfolio entry in APA 7<sup>th</sup> edition style. Written assignments should not be longer than three pages (double-spaced), not including references.** Please discuss alternative formats than those listed above with your instructor

before submitting. These assignments should be personal and specific to your teaching. You may **not** use AI tools such as ChatGPT to draft your Portfolio entries, even if you edit and revise them. Each entry will be assessed individually according to the following criteria:

**CRITERIA FOR ASSESSMENT OF LEARNING TASK B**

	<b>90% to 100% (A to A+) Indicates work that:</b>	<b>80% to 89% (B+ to A-) Indicates work that:</b>	<b>70% to 79% (B- to B) Indicates work that:</b>	<b>60% to 69% (C to C+) Indicates work that:</b>	<b>50% to 59% (D to C-) Indicates work that:</b>
<b>Overall Quality and Impression</b>	Is outstanding and of an exceptional standard.	Is very strong and of a high standard.	Is good and of an acceptable standard.	Is acceptable and of a satisfactory standard.	Is barely acceptable and of a limited standard.
<b>Understanding and Detail</b>	Demonstrates an insightful and complex understanding of course content. Specific details from lectures and course podcasts convey a high level of engagement in the course.	Demonstrates a thoughtful understanding of course content. Specific details from lectures and course podcasts convey a strong level of engagement in the course.	Demonstrates a strong understanding of course content. Details from lectures and course podcasts convey acceptable level of engagement in the course.	Demonstrates an adequate understanding of course content. Details from lectures and course podcasts convey adequate level of engagement in the course.	Demonstrates marginal understanding of course content. Detail from lectures and course podcasts convey marginal or inconsistent engagement in the course.
<b>Ideas for Application</b>	Insightful and specific details for the application of course content to teaching practice are persuasively shared.	Thoughtful and clear details for the application of course content to teaching practice are effectively shared.	Strong and clear details for the application of course content to teaching practice are satisfactorily shared.	Adequate and somewhat clear details for the application of course content to teaching practice are adequately shared.	Marginal or vague details for the application of course content to teaching practice are shared.
<b>Communication</b>	Communication choices are outstanding and impactful; language is exceptional in clarity and	Communication choices are excellent; very strong clarity in language and adherence to APA standards.	Communication choices are effective; clarity in language and acceptable adherence to APA standards.	Communication choices are adequate; some clarity in language and satisfactory	Communication choices are marginal; inconsistent clarity in language and marginal

	adherence to APA standards.			adherence to APA standards.	adherence to APA standards.
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## **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. **A penalty of 10% per day will apply for unexcused late submissions of assignments.**

### 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.

**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 Elsa Stokes, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca)