

AB

**EDUC 460.01 S01: Specialization I (Early Childhood)
Winter 2021**

Section	Instructor	Email
S01	Miwa A. Takeuchi	Miwa.Takeuchi@ucalgary.ca

Start of Classes	Monday, January 11
Term Break, no classes	Sunday-Saturday, February 14-20
End of Classes	Friday, March 12

Mandatory Zoom Sessions:

9:30am-11:00am on the following dates
 January 11, January 25, Feb 8, and March 1, 2021

OFFICE HOURS: By appointment only

COURSE DESCRIPTION:

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Early Childhood Education. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

Early Learning theories and approaches, as they connect to practical classroom experiences will be explored through consideration of foundational early learning programs and approaches, the investigation of Alberta Education's guiding curriculum documents, the design of learning and assessment plans, and the analysis of teaching/learning resources. Topics in teaching and learning will focus on developmentally and individually appropriate early childhood practice, including the place of inquiry-based learning, the importance and value of on-going formative assessment, the importance of curriculum diversification to meet the needs of all young learners, suggestions for effective classroom management practices and the identification of quality classroom materials and resources. Assignments will provide the opportunity for students to develop an understanding of short-term instructional design and to examine curriculum shifts in the province, as indicated in Alberta Education's recent curriculum redesign documents.

LEARNER OUTCOMES:

Over the course of the semester, students will:

- 1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
- 2) Understand teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- 3) Explore and apply introductory theory related to the teaching of the discipline with an emphasis on: designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.
- 4) Successfully design short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

REQUIRED RESOURCES: All the required readings are specified in the following course schedule. Please see below, Tentative Schedule of Weekly Topics and Readings.

LEARNING TASKS OVERVIEW

LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
LT1: Analysis of a Lesson and Assessment Plan	Group	30%	February 5, 2021
LT2: Creation of Short-term Learning and Assessment Plan	Individual	40%	March 5, 2021
LT3: Portfolio – Your Conceptual Understanding on Early Childhood Education through the Participation in Scholarly Community	Individual	30%	Ongoing Curated evidence due: March 12, 2021

LT1: Analysis of a Learning Design and Assessment Plan (30%) DUE: February 5, 2021

For this assignment, students will work in small groups to analyze inquiry-based learning design and associated assessment plans that have been published, found online, or experienced in practice. It is recommended that you locate an inquiry-based learning design that contains at least 3-4 related lessons/learning activities, and associated assessment plans - one that covers at least two disciplines (e.g., mathematics and science or social studies and language and literacy).

The following sites would be helpful in locating possible lesson and assessment plans (available on D2L), in addition to our course readings:

- OISE/University of Toronto Inquiry-based Lesson Plans for the Early Years
<https://wordpress.oise.utoronto.ca/robertson/inquiry/>
- Food Share Lesson Plans: <https://foodshare.net/program/educator/>

- Learn Alberta First Nations, Métis, and Inuit perspectives to Lesson Plans
<http://www.learnalberta.ca/content/fnmilp/index.html>
- Galileo Site <http://galileo.org>
- Alberta Assessment Consortium (username – teachers, password - master) <https://aac.ab.ca>
- Doucette Library Lesson Planning Guides <https://library.ucalgary.ca/c.php?g=255367&p=1703328>
- Learn Alberta Lesson Plans
<http://www.learnalberta.ca/Search.aspx?lang=en&search=&grade=&subject=&audience=&language=fr&format=&type=Lesson+plan>
- Learning in Places <http://learninginplaces.org/for-families/family-le-1/>

The purpose will be to foster professional learning conversations in order to build knowledge about the features of a well-designed, inquiry-based lesson and assessment plan appropriate at the Early Childhood level, and to provide helpful and supportive suggestions to strengthen the designs selected by their peers.

Students will provide a critical review of the learning design and assessment plan, by addressing each of the following aspects of Unit and Lesson Plan templates (“the design template”) adapted from Wiggins, G. (2005). Overview of Understanding by Design and developed by members of University of Calgary Werklund School of Education:

1. Program of Studies Foundations
What program foundations form the emphasis of the unit? What big ideas from the programs of studies are included?
2. Essential Question
What is the big, overarching question guiding the unit plan?
3. Unit Plan Outcomes
What are the program of studies general outcomes and specific competencies that would be covered in the unit?
What would students understand, be able to do, be able to apply?
4. Unit Plan Resources
What resources would be required? Were there be guest speakers/field trips to plan for? Would you need particular resources/materials/technologies
5. Unit Plan Summative Assessment
What will you accept as evidence that learning has occurred at the conclusion of this unit of learning?
6. Lesson Plan Sequence/Outcomes
For each lesson in the unit, consider the primary topic/activities, outcome and assessment. Does each lesson build on the next? What events will help students engage with explore, explain, elaborate on and evaluate the big idea in the unit? How will you help guide students to reflect, rethink and refine their work/ideas/understandings? How will you help students to exhibit and self-evaluate their developing skills/knowledge/understandings?
7. Recommendations:
What suggestions do you have to strengthen the learning design?

In addition, please consider:

8. Theory:

What are the underpinning implicit or explicit theories of learning? Was diversity in learning addressed?

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

CRITERIA	ACCOMPLISHED (A- TO A+)	DEVELOPING (B- to B+)	BEGINNING (C+ or less)
Assessment of Learning Design and Assessment Plans	All the above 8 points are addressed in a thorough, detailed and well-supported critique of lesson and assessment plans.	Some or all of the 8 points are addressed in a descriptive critique of the lesson plan.	Some of the 8 points from are missing or incomplete or addressed in a cursory manner.
Grounding and pairing with theory	Analysis is grounded and paired with theories, makes multiple connections to the literature, is highly effective, and well-explained.	Analysis is grounded and paired with theories, makes one or two connections to the literature, is usually effective, and well-explained.	Connections to theory and/or explanations are missing or incomplete or made in a cursory manner.
Presentation of ideas	Method of presentation is effective, well organized, clear, and concise.	Method of presentation is informative, and well organized.	Presentation is reasonably informative but lacking in organization.

LT2: Creation of Short-term Learning and Assessment Plan (40%) DUE: March 5, 2021

Based on some of the work done in LT1, students will individually create a short-term learning and assessment plan. In this final assignment, you will be asked to prepare an annotated lesson plan that incorporates significant concepts that are relevant to young children (Kindergarten to Grade 4 level). Your plan should incorporate at least two curricular areas as identified in the Alberta Education's Programs of study and/or Alberta Education's Kindergarten Program Statement. To this end you are asked to record on or adjacent to the lesson plan, the reasons for the teaching and learning choices you made, how this lesson plan fits into a broader context of a unit that meets the learning outcomes outlined in the appropriate Programs of Study or Kindergarten Program Statement, and the intended results of creating the lesson as you have indicated.

The following elements are required:

- A thorough lesson plan for the lesson(s) on a lesson plan template of your choice, illustrating clearly your vision for the lesson(s), and making clear the comprehensive vision you have to ensure student learning as guided by the learner outcomes. Learner outcomes should be identified within Alberta Education's Program of Studies/ Kindergarten Program Statement. Your plan must include (although is not limited to) the following: objectives, options for inclusion/differentiation, and formative assessment strategies that link to your objectives.
- Examples of on-going formative assessment that align with and support student learning
- Annotations to the lesson plan. Within, or parallel to the lesson plan, you are asked to identify the choices you made by providing evidence of your knowledge of:
 - How young learners learn
 - Theories and philosophies appropriate to early childhood education
 - Effective and appropriate assessment strategies
 - Learning outcomes identified in Alberta Education's Program of Studies/ Kindergarten Program Statement

- References to your sources and readings

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

CRITERIA	ACCCOMPLISHED (A- TO A+)	DEVELOPING (B- to B+)	BEGINNING (C+ or less)
DESIGN			
Curricular Outcomes	Appropriate links to Program of Studies (POS) for chosen level; clear understanding of curricular outcomes as expressed in POS	Some links to POS for chosen level are clear and appropriate; some POS curricular outcomes are represented in lesson plan	Links to POS for chosen level not clear or appropriate; curricular outcomes present but not clearly articulated
Instructional Delivery	Plan well informed by disciplinary knowledge; lesson highly engaging and inquiry-based; lesson is clearly student-centered; lesson clear and well-ordered; easy to envision how lesson will unfold; all important elements included; high degree of integration among lesson sections and excellent links	Good evidence of carryover of disciplinary knowledge to lesson plan; lesson engaging and some parts inquiry-based; mostly student-centered; good attempt to integrate parts of the lesson; lesson plan mostly clear and logical flow; most important elements included	Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is inquiry-based and student-centered but needs to be strengthened; lesson plan flow is neither clear nor logical and is hard to follow; several important elements of good lesson plan are missing
Deep Understanding	Lesson design is highly effective for encouraging deep understanding of content objectives by students	Lesson design provides good opportunities to encourage deep understanding by students	Lesson design shows awareness of importance of encouraging deep understanding by students but not effective in achieving that understanding
ASSESSMENT	Appropriate assessments are clearly integrated into lesson; clearly communicates to students how individual tasks fit in. Uses a variety of effective formative assessments to inform instructional decisions and to improve practice; strong statement of how assessment will improve practice	Good effort to integrate appropriate and effective assessments; Shows some variety in choices for formative assessment – most are effective; clear statement of how assessments will improve practice	Some attempt made to include appropriate assessment opportunities; shows lack of understanding of what constitutes effective assessment; no communication to students of how to situate their work. Formative assessment options are limited and not particularly effective; does not address how assessment will lead to improved practice
ANNOTATIONS	Annotations display a sophisticated understanding/analysis of the role of planning in the teacher-student relationship. The annotated lesson plan is written clearly and stands as a superior example free of errors.	Annotations show a competent understanding, of the role of planning in the teacher-student relationship. The annotated lesson plan is well written and easily understood.	The annotated lesson plan is clear although minor errors are present which do not significantly compromise the overall quality.

LT3: Portfolio - Your Conceptual Understanding on Early Childhood Education through the Participation in Scholarly Community (30%) DUE: Ongoing, Curated Evidence Due is March 12, 2021

In this assignment, you have the opportunity to demonstrate your engagement with the various ideas, insights, and processes within the field and praxis of early childhood education presented in the course. Throughout the course you will have ongoing opportunities to apply key insights and concepts from course texts and resources towards the development of your work in Learning Tasks 1 and 2. At the beginning of each week the instructor will post a To Do List outlining a series of tasks and activities. These tasks and activities will include reading or listening to course texts and responding to prompts within discussion forums on D2L, acting as a critical friend to provide feedback on colleague's ideas, collaborative dialogue within synchronous zoom meetings, along with optional opportunities to participate in small group conversations and feedback sessions with the instructor.

Assignment format: The weekly tasks or activities will fall into one of the following four categories: 1) knowledge building activities, 2) application exercises, 3) idea contributions, and 4) collaborative feedback. Using a Word document self-assessment template provided by your instructor, you are asked to individually curate evidence of your engagement within each of these four areas. Evidence of engagement can be demonstrated in a number of ways including copying and pasting highlights of discussion board posts and replies that took place on D2L. Evidence can also include notes on contributions made during synchronous zoom meetings, along with interactions that occurred with colleagues outside the D2L discussion space.

The instructor will use the word document self-assessment document provided to make a final summative evaluation. Instructors may also assess this assignment drawing on notes or other evidence gathered during online interactions. The Word document containing the ongoing curated evidence and self-assessment within each category is due in the D2L Drop box by March 12th.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

CRITERIA	BEGINNING (C+ or less)	DEVELOPING (B- to B+)	ACCOMPLISHED (A- TO A+)
Knowledge Building Activities	Curated evidence shows a lack of engagement with many of the knowledge-building activities. Rarely puts fourth substantive ideas and arguments garnered from course texts. Failed to negotiate gaps in understanding by asking thoughtful questions that drew people into discussions.	Curated evidence shows engagement with the only some of the knowledge-building activities. Occasionally puts fourth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by occasionally asking thoughtful questions that drew people into discussions.	Curated evidence shows a thorough engagement with all the knowledge-building activities. Consistently puts fourth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by consistently asking thoughtful questions that drew people into discussions.
Application Exercises	Curated evidence shows a lack of engagement with many of the application exercises. Failed to apply key concepts in new	Curated evidence shows a thorough engagement with only some of the application exercises. Occasionally applies key ideas and concepts in	Curated evidence shows a thorough engagement with all the application exercises. Consistently applies key ideas

	contexts/or applications were undeveloped and not well thought out.	new contexts in ways that are well developed and thoughtful.	and concepts in new contexts in sophisticated ways.
Idea Contributions	Curated evidence shows a lack of engagement with many of the ideation exercises. Rarely contributes original and novel ideas for the benefit of the learning community.	Curated evidence shows a thorough engagement with only some of the ideation exercises. Occasionally contributes original and novel ideas for the benefit of all.	Curated evidence shows a thorough engagement with all the ideation exercises. Consistently contributes a myriad of extremely original and novel ideas for the benefit of the learning community.
Collaborative Feedback	Rarely draws on course texts/resources to provide constructive feedback to help develop colleague's emerging ideas. Feedback rarely, if ever, includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.	Occasionally draws on course texts/resources to provide constructive feedback to help develop colleague's emerging ideas. Feedback only occasionally includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.	Draws on course texts/resources to regularly provide constructive feedback to help develop colleague's emerging ideas. Feedback always includes specific and detailed advice on how ideas and prototypes could be improved and strengthened.

TENTATIVE 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.

Weeks, Topics, Deadlines, and Readings
<p>Week 1 (Jan 11-15, 2021): Pedagogy in the Early Years</p> <p>Required Readings:</p> <p>McAuley, S. (2018). <i>Culturally relevant and responsive pedagogy in the early years: It's never too early!</i> http://etfvoice.ca/feature/never-too-early</p> <p>Learning in Places. (2018). <i>Families and communities in curriculum co-design.</i> http://learninginplaces.org/wp-content/uploads/2019/05/LP_family-and-community_brief2018.pdf</p> <p>References (the following readings will be revisited throughout the semester):</p> <p>Alberta Education (2008). <i>Kindergarten program statement.</i> https://education.alberta.ca/media/563583/kindprogstate2008.pdf</p>

Alberta Education (2007). *Guiding principles: Primary programs framework for teaching and learning*. <https://education.alberta.ca/media/563580/guidingprinc2007.pdf>

UNICEF (2020). *COVID-19: Effects of school closures on foundational skills and promising practices for monitoring and mitigating learning loss*. <https://www.unicef-irc.org/publications/1144-covid19-effects-of-school-closures-on-foundational-skills-and-promising-practices.html>

Alberta Government (n.d.). *Supporting English language learners*.
https://www.learnalberta.ca/content/eslapb/i_can.html

Mandatory Zoom Session #1 – January 11, 2021 9:30-11:00

Week 2 (Jan 18-22, 2021): Theories of Play and Learning in the Early Years

Required Readings:

Nilsson, M., Ferholt, B., & Lecusay, R. (2018). 'The playing-exploring child': Reconceptualizing the relationship between play and learning in early childhood education. *Contemporary Issues in Early Childhood*, 19(3), 231– 245. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1463949117710800>

Manitoba Education and Advanced Learning. (2015). *Learning through play*.
https://www.edu.gov.mb.ca/k12/childhood/time_for_joy/chapter6.pdf

References (the following reading will be revisited throughout the semester):

Alberta Education (2013). *The guiding framework for the design and development of Kindergarten to Grade 12 provincial curriculum (Program of Studies): The guiding framework*.
<https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf>

Week 3 (Jan 25-29, 2021): Lesson Design

Required Readings:

Wiggins, G. P., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Alexandria, VA: ASCD. – Module B: The UbD Template (eBook is available)
<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=698904> WHERETO Retrieved from
<https://static.pdesas.org/content/documents/WHERETO.pdf>

Alberta Education (2008). *Kindergarten program statement*.

<https://education.alberta.ca/media/563583/kindprogstate2008.pdf>

Alberta Education (2000). *Elementary programs of study*. <https://www.alberta.ca/programs-of-study.aspx>

Mandatory Zoom Session #2 – January 25, 2021 9:30-11:00

Week 4 (Feb 1-5, 2021): Fostering Disciplinary Learning in the Early Years

Required Readings:

Singh, S. & Brownell, C. (2019). Math playground. In *Math recess: Playful learning in an age of disruption* (pp.65–98). IMPress. **A PDF scanned copy will be posted on D2L (fair dealing)**

Jigsaw Reading (You will choose the following a) or b))

a) De Nance, J. (2017). Subitizing, grouping and part-whole activities in early learning programs. *Alberta Teachers' Association Journal: Early Childhood Education*, 44(2), 11–17. **A PDF scanned copy will be posted on D2L (fair dealing)** <https://www.ecec-ata.com/uploads/8/1/2/9/81291954/earlychildhoodeducationjournal2017vol44no2.pdf>

b) Jaques, S., Kim, B., Shyleyko-Kostas, A., & Takeuchi, M. A. (2019). "I just won against myself!": Fostering early numeracy through boardgame play and redesign. *Alberta Teachers' Association Journal: Early Childhood Education*, 46(1), 22–29. **A PDF scanned copy will be posted on D2L (fair dealing)** <https://prism.ucalgary.ca/bitstream/handle/1880/111252/ECE%20article%202019.pdf?sequence=1&isAllowed=y>

References (the following readings will be revisited throughout the semester):

Alberta Education (2000). *Elementary programs of study*. <https://www.alberta.ca/programs-of-study.aspx>

Alberta Education (2018). *Draft K-4 curriculum*.

<https://new.learnalberta.ca/?sections=%5B%7B%22name%22:%22Home%22,%22autoHeight%22:true%7D%5D>

LT1 Due – February 5, 2021

Week 5 (Feb 8-12, 2021): Fostering Transdisciplinary Learning in the Early Years

Required Readings:

Early years podcast: Monique Gray Smith in conversation with Onawa McIvor.

<https://soundcloud.com/bcgov/ep-6-early-years-podcast/s-NZ48b?in=bcgov/sets/early-years-podcast/s-dhqHz>

McCoy, M., Elliott-Groves, E., Sabzalian, L., & Bang, M. (2020). *Restoring indigenous systems of relationality*.
<https://www.humansandnature.org/restoring-indigenous-systems-of-relationality>

Mandatory Zoom Session #3 February 8, 2021 9:30-11:00

Feb 14-20, 2021: Family Day/Reading Week – no classes

Week 6 (Feb 22-26, 2021): Pedagogy of Listening and Assessment for Learning

Required Readings:

Rinaldi, C. (2012). The pedagogy of listening: The listening perspective from Reggio Emilia. In C. Edwards, L. Gandini, & G. Forman. (Eds.). *The hundred languages of children: The Reggio Emilia experience in transformation* (pp.233-246). Santa Barbara, CA: Praeger. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=260&docID=820317&tm=1539978042505>

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Discipline-based Inquiry Rubric (from Galileo.org):

<https://galileo.org/resource/discipline-based-inquiry-poster/>

Alberta Assessment Consortium (2013). *Principles of sound assessment practice for early learning environments: A guide for educators*. https://aac.ab.ca/wp-content/uploads/2018/02/Assessment_For_Early_Learners_Teachers.pdf

Week 7 (March 1-5, 2021): Diversity and Social Justice in the Early Years

Required Readings:

Cole, K., & Verwayne, D. (2018). Becoming upended: Teaching and learning about race and racism with young children and their families. *Young Children*, 73(2). Retrieved from <https://www.naeyc.org/resources/pubs/yc/may2018/teaching-learning-race-and-racism>

School Library Journal. (2019, July). *An updated look at diversity in children's books*.

<https://www.slj.com/?detailStory=an-updated-look-at-diversity-in-childrens-books> – A PDF scanned copy will be posted on D2L (fair dealing)

Mandatory Zoom Session #4 March 1, 2020 9:30-11:00

LT2 Due - March 5, 2021

Week 8 (Mar 8-12, 2021): Synthesizing Our Learning

TBA

LT3 Due - March 12, 2021

RESEARCH PARTICIPATION:

You may be invited to participate in a research project involved in this course. However, the instructor will not know who will be participating in the research project until the grades for this course have been submitted.

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

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 Jonah Secreti,
jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.