AB

EDUC 460.06: Specialization I – Elementary Inclusive Education
Winter 2021

Section	Instructor	Time	Location	Email
S01	Karen Dittrick	12:30-14:00 (Synchronous)	Online (Synchronous/ Asynchronous)	kdittric@ucalgary.ca

Class Dates: Synchronous classes: January 11, January 25, February 8, March 1 (Mondays)
Asynchronous classes: January 11– March 12
Term Break: February 14-21, 2021 (No Classes)
Office Hours: By zoom appointment only

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 I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of inclusive elementary 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 artefacts, 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.

LEARNER OUTCOMES:

Students will be knowledgeable about:
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 offered in an online format. Synchronous classes will be held via Zoom on January 11, January 25, February 8, and March 1 (Mondays).   Asynchronous sessions will be available to students through D2L each week.   Asynchronous course content will occur via D2L unless otherwise arranged with students.

REQUIRED TEXTBOOK:

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction.* Retrieved from:
https://education.alberta.ca/media/384968/makingadifference_2010.pdf

https://open.alberta.ca/publications/9780778586012

Meyer, A., Rose, D. H., Gordon, D (2014). Universal design for learning: Theory and practice. Retrieved from: http://udltheorypractice.cast.org/login
• *Note: You must create an account with a login. This is a free account.*

Available in our e-book collection:
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4603679

ADDITIONAL RESOURCES:

 Recommended Textbooks:

Available at University of Calgary Bookstore:
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

REQUIRED READINGS:

Alberta Education. (2004). Standards for special education. Retrieved from:
https://open.alberta.ca/dataset/7d17d380-e56d-4ed0-bd3e-5e8628be84ac/resource/44926dd9-5c55-4ba4-8692-4d156570dfb3/download/2882799-2004-standards-special-education-amended-june-2004.pdf

Alberta Education. (2005) Our words, our ways : teaching First Nations, Métis and Inuit learners. chapters 1 and 5-7, Retrieved from:
https://education.alberta.ca/media/3615876/our-words-our-ways.pdf

Alberta Education. (2005). Programs of Study. Retrieved from:
https://www.alberta.ca/programs-of-study.aspx

Alberta Education. (2011). *English as a Second Language Proficiency Benchmarks.*
Retrieved from: http://www.learnalberta.ca/content/eslapb/

Alberta Education. (2013). Ministerial order on student learning (#001/2013).
Retrieved from: https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf

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

Alberta Education (2013). Indicators of inclusive schools: Continuing the conversation.
Retrieved from: https://open.alberta.ca/dataset/32d4ea7e-a071-49aa-9666-294c951a9ece/resource/634472a9-c069-4886-a4e1-459a123f3946/download/2013-indicators-of-inclusive-schools-continuing-conversation.pdf

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). The guiding framework for the design and development of kindergarten to
grade 12. Retrieved from: https://education.alberta.ca/media/3273037/guiding-framework-oct-6-2016.pdf

Alberta Education, (2016). Response to intervention. Retrieved from: https://www.alberta.ca/response-to-intervention.aspx

Alberta Education (2018/2019). Special Education Coding Criteria.
Retrieved from: https://open.alberta.ca/dataset/ee2ccea8-97fe-41a1-aa11-ed9f21421364/resource/4bfdefaa-009a-484d-96f9-92ea07c32276/download/special-education-coding-criteria.pdf

Archibald, J., Bashutski, K., Guo, Y., Jaques, C., Johnson, C., McPherson, M., Roessingh, H., & Shea,
K. (2008). A review of the literature on English as a second language (ESL) issues. Edmonton,
AB: Crown in Right of Alberta. Retrieved from: https://files.eric.ed.gov/fulltext/ED506095.pdf

Edmonton Regional Learning Consortium (2016). Engaging all learners.
Retrieved from: http://www.engagingalllearners.ca/

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric.*
Toronto: Canadian Education Association. Retrieved from: https://www.edcan.ca/wp-content/uploads/cea-2009-wdydist-teaching.pdf

McTighe, J., & Wiggins, G. (2012). Understanding by design framework^{TM} introduction: What is UbD^{TM} framework? Retrieved from: http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Tomlison, C. A., & Moon., T. R. (2013). Assessment and differentiation: A framework for understanding. Retrieved from: http://www.ascd.org/publications/books/108028/chapters/Assessment-and-Differentiation@-A-Framework-for-Understanding.aspx

Note: There will be additional resources primarily used from Alberta Education; these will be identified in the weekly schedule. Additional recommended resources will be shared with students throughout the term in the D2L shell.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Task 1	Inquiry Project	Individual	30%	January 29, 2021
Task 2	Learning and Assessment Plan Critique	Individual or Partner	30%	February 12, 2021
Task 3	Creation of Short-term Learning Plan and Assessment Plan	Individual	40%	March 12, 2021

I. Learning Task 1: Inquiry Project, 30%   Due: January 29, 2021

For this learning task, students will demonstrate an emergent conceptual understanding of the discipline through inquiry and reflect on the pedagogical content knowledge of their subject area. For this task, students will develop a multimodal response to, "Why Study Inclusive Practice?" Students will be asked to choose from one of the following questions:

- *Why study inclusive practice in elementary education?*
- *What counts as inclusive practice?*
- *Why teach inclusively?*
- *What are the big ideas or questions in inclusive teaching and learning?"*

The response may take a number of forms. It could be a conventional academic essay, an imagined Socratic dialogue between a teacher and a student, an illustrated story, an animation, a short video or podcast. All responses must be persuasive – that is, you must fashion a personal stand on the question(s), and then set out to prove your interpretation using relevant and varied evidence.

All responses must refer to at least two of the following sources available through the UCalgary library unless otherwise noted: *All responses must refer to at least two peer-reviewed sources.* Suggested journals for your research include *Journal of Special Education, Journal of Special and Remedial Education, International Journal of Inclusive Education, British Journal of Special Education, Teaching Exceptional Children, Exceptional Children.* You may also use Dr. Mitchell's *What Really Works in Special and Inclusive Education: Using evidence-based teaching strategies*

You may also want to draw upon:
- Discussions in your inquiry groups
- Readings from this course and previous courses
- Observations made during your field experience

Your response should:
- Articulate a clear, insightful and persuasive argument
- Draw upon relevant evidence from the readings to support the argument
- Demonstrate an emerging understanding of concepts and theories related to the teaching of inclusive education
- Use an appropriate mode of expression in a way that is sophisticated, clear and accurate
- Include at least 2 peer-reviewed references and cited in APA format.

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. Digital folder design elements used in representation of group 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 with a clear rationale and exceptional explication of findings that are organized, well written, and supported. The multimodal response will employ engaging and clearly connected visuals.

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

A *B to C+* project may present a roughly sketched research in need of some refinement, a somewhat developed rationale, and findings that are lacking in some clarity, development, and/or examples. The multimodal response 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: Learning and Assessment Plan Critique. 30%   Due: February 12, 2021

For this assignment, individually or in pairs, students will analyze a learning design and assessment plan (aka lesson plan) that they have found online. The purpose will be to: foster professional learning conversations and build knowledge about the features of well-designed discipline-based learning and assessment plans. Students will provide a four – six page critical review of the learning design and assessment plan, by addressing [questions established by the instructor].

Learning Task 2 Rubric	A	A-/ B+	B / B-	C+ / lower
Learning Plan (50%) -Addresses the elements of a learning plan as listed in the assignment description	All elements of a learning plan are addressed in a thorough, detailed and well-supported assessment.	Some elements of a learning plan are addressed in a thorough, detailed and well-supported assessment. Others require strengthening.	Some elements of a learning plan are addressed; however the assessment is vague and examples are inappropriate, unspecific or few.	Some of the elements of a learning plan are missing or addressed in a cursory manner.
Grounding with theory (40%) -Makes connections to theories of learning and Programs of Studies -Explains these connections	Grounding with theories, makes multiple explicit connections to the literature including the Program of Studies, is highly effective, and well explained.	Grounding with theories, makes some connections to the literature, sometimes including the Program of Studies, is usually effective, and well explained. Some connections require Strengthening.	Grounding with theories, makes few connections to the literature or Program of Studies, is sometimes inappropriate, and under explained.	Connections to theory and/or Program of Studies are missing, incomplete, or made in a cursory manner.

Presentation of ideas (10%) -4-6 pages double-spaced -Academic writing style -APA in-text citations and reference list -Attention to form (grammar, spelling, etc.)	Paper is 4-6 pages in length. Writing style is academic. In-text citations and reference list consistently uses correct APA 6th edition style. Paper demonstrates superior attention to form.	Paper is 4-6 pages in length. Writing style is primarily academic. Most in-text citations and reference list use correct APA 6th edition style. Paper demonstrates attention to form.	Paper is 4-6 pages in length. Writing style is sometimes academic, sometimes informal. Some in-text citations and reference list use correct APA 6th edition style. Paper requires some attention to form.	Paper exceeds 6 pages or is less than 4. Writing style is informal. In-text citations and reference list are missing or not in APA 6th edition style. Paper requires extensive editing in order to attend to form.

III. Learning Task 3: Creation of Short-Term Learning and Assessment Plan (40%)
Due: March 12, 2021

For this assignment, students may work collaboratively, but must submit individual assignments. Each student will design a short-term learning and assessment plan. The plan will be comprised of ONE lesson plan for TWO/THREE lessons of 35- 40 minutes for one of the core subject areas at the elementary level. (Language Arts, Math, Science or Social Studies). Your plan should follow a clear and comprehensive template (of your choice) and include a plan for learning and assessment that promotes deep understanding of a key concept or competency in your discipline.

Drawing on your Pragmatics and Field Experience courses in Semester I, in this final assignment, you will be asked to prepare an annotated lesson plan related to your teachable subject area. To this end you will be asked to record your thoughts and decision-making processes while creating the lesson plan. This may be done in a variety of ways and will be discussed in class by your instructor. Simply put, however, you will record on the lesson plan the reasons for the choices that you have made, how this lesson plan fits into the broader context of a unit as described in the Programs of Study, and the intended results of creating the lesson in the manner in which you have done.

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 achieve the objectives. Your plan must include (although not limited to) the following: learning objectives, options for inclusion/differentiation, and formative assessment strategies that link to your learning objectives.

Annotations to the lesson plan. Record the choices you made, the ideas you chose to include, and how this lesson fits into the curricular objectives as stated in the Alberta Programs of Study. Justify the pedagogical choices you have made by adding references to the literature you have discussed in class.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

	A	**A- / B+**	**B / B-**	**C+ / LOWER**
A) DESIGN (40%)				
Curricular Outcomes and Links to Program of Studies (POS)	Appropriate links to 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; little effort to integrate	Few if any links provided between POS and lesson elements; curricular outcomes not present
Selected ESL benchmarks (level 3) with rationale	Appropriately selected ESL benchmark objectives for level 3 students with specific rationale.	Appropriately selected ESL benchmark objectives for level 3 students with general rationale.	Selected ESL benchmark objectives for level 3 students not clearly articulated or rationale not articulated	Inappropriate or missing selected ESL benchmark objectives for level 3 students.
Instructional Delivery Plan demonstrates disciplinary knowledge, engagement, student-centered, organization, integration across lesson sections	Plan is well informed by disciplinary knowledge; lesson highly engaging; lesson is 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 is somewhat engaging and most 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 somewhat 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 plans are missing.	Little evidence that disciplinary knowledge informed creation of plan; lesson is teacher-centered; lesson plan is missing important elements and does not flow well (hard for reader to imagine how the lesson would unfold)

B) ASSESSMENT (20%)				
Integrated formative assessments	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.	Good effort to integrate appropriate and effective assessments; Shows some variety in choices for formative assessment – most are effective.	Some attempt to include appropriate assessment opportunities; Formative assessment options are limited and not effective.	Assessment lacking; no demonstration or use of appropriate and effective assessment.
C) ANNOTATIONS (40%)				
Depth of analysis	Annotations display a sophisticated and elegant understanding and analysis of the role of planning in lesson design.	Annotations display a competent understanding, if not analysis, of the role of planning in lesson design.	Annotations display some understanding of the role of planning in lesson design, but lack analysis.	Annotations display little understanding of the role of planning in lesson design and lack analysis.
Writing Quality	The annotated lesson plan is clearly written and stands as a superior example free of errors.	The annotated lesson plan is relatively clearly written and contains few errors.	The annotated lesson plan is somewhat unclear and contains errors that may impede understanding.	The annotated lesson plan is unclearly written and contains many errors that impede understanding.

WEEKLY COURSE SCHEDULE:

CHANGES TO SCHEDULE:
Please note that changes to the schedule and the readings may occur to meet the emerging needs and dynamics of the participants in the course.

Topics/Themes	Tasks
Week 1: (January 11-15, 2021) • Welcome & Introduction to Inclusive Education • Introduction to Planning	*Zoom meeting – January 11, 2021 (12:30-14:00)* *Tasks for this week:* i. Welcome and Introductions (D2L) ii. Begin inquiry project iii. Set up for presentations (*Making a Difference*) iv. Participate in D2L discussion post *Readings:* • *What Did You Do In School today?* (Friesen, 2009) • *Ministerial Order on Student Learning* • *Standards for Special Education.* (Alberta Education, 2004) • *Chapter 1 –* Making a Difference
Week 2 (January 18-22, 2021) • Back to school and impact on students with special needs • RTI • Planning and programs of study	*Tasks for this week:* i. Continue inquiry project ii. Terminology and specialized language iii. Chapter 2 Presentation posted by Friday iv. Chapter 3 Presentation posted by Friday v. Participate in D2L discussion post *Readings for this week:* • *Chapter 2 (*Making a Difference, 2010*)* • *Chapter 3 (*Making a Difference, 2010*)* • *Chapter 1-4* (Universal Design for Learning, 2014) • Indicators of inclusive schools: Continuing the conversation *Alberta Education (2013).* • *Response to intervention.* (Alberta Education, 2013) • *Programs of Study.* (Alberta Education, 2005)
Week 3 (January 25-29, 2021) • Differentiated Instruction, Personalization, IPPs and Alberta Education Coding Criteria • Becoming critical educators • What makes a good learning design?	*Zoom meeting – January 25, 2021 (12:30-14:00)* *Tasks for this week:* i. Case Study - differentiation ii. Complete Inquiry assignment iii. Chapter 4 Presentation posted by Friday iv. Chapter 5 Presentation posted by Friday v. Complete Inquiry project

Topics/Themes	Tasks
	Readings for this week: • *Chapter 4* (Making a Difference, 2010) • *Chapter 5* (Making a Difference, 2010) • *Special Education Coding Criteria* (Alberta Education, 2018) • *The guiding framework for the design and development of kindergarten to grade 12.* (Alberta Education, 2016) • *Understanding by Design Framework Introduction.* (McTighe & Wiggins, 2012) **Learning Task #1 Due – January 29, 2021**

Week 4 (February 1-5, 2021)
 	
• Becoming critical educators
• What makes a good learning design?
• Planning for Inclusive Classrooms
• Assessment for Inclusive Classrooms
	Tasks for this week:
	  i. Lesson and Assessment Design Critique
	  ii. Begin Learning Task 2
	  iii. Participate in D2L discussion post
	  iv. Chapter 6 Presentation posted by Friday
	  v. Chapter 8 Presentation posted by Friday
	
	Readings for this week:
	• *Chapter 6* (Making a Difference, 2010)
	• *Chapter 8* (Making a Difference, 2010)
	• *Engaging All Learners.* (Edmonton Regional Consortium, 2016)
	• *English As a Second Language Proficiency Benchmarks* (Alberta Education, 2011)
	• *A review of the literature on English as a second language (ESL).* (Archibald, Bashutski, Guo, Jaques, Johnson, McPherson, Roessingh & Shea, 2008)
	• *Our words, our ways; teaching First Nations, Metis and Inuit learners.* (Alberta Education, 2005)

Week 5 (February 8-12, 2021)
 	
• Becoming Critical Educators
• What makes a good learning design?
• Creating an adaptive classroom learning environment
	Zoom meeting –February 8, 2021 (12:30-14:00)
	
	Tasks for this week:
	  i. Complete Learning Task 2
	  ii. Participate in D2L Discussion Post
	  iii. Strategy 9 Presentation posted by Friday
	  iv. Strategy 10 Presentation posted by Friday
	
	Required reading for this week:
	• *Chapter 9* (Making a Difference, 2010)
	• *Chapter 10* (Making a Difference, 2010)
	• Assessment and differentiation: A framework for understanding. (Tomlinson & Moon. 2013)

Topics/Themes	Tasks
	• Understanding by design: Overview of UBD and the design template. *ASCD (2005)*. **Learning Task #2 Due: February 12, 2021**
Week of February 14-21, 2021	**NO CLASSES – TERM BREAK**

Week 6 (February 22-26, 2021)
 	
• Design short term learning and assessment plan
	Tasks for this week:
	  i. Short term planning (lesson plans)
	  ii. Balanced assessment
	  iii. Scaffolding
	  iv. Begin Learning Task 3
	  v. Strategy 11 Presentation posted by Friday
	  vi. Strategy 12 Presentation posted by Friday
	
	Readings for this week:
	• *Chapter 11* (Making a Difference, 2010)
	• *Chapter 12.* (Making a Difference, 2010)
	• *The Inclusive Education Library* (Alberta Education, 2012)
	• *Supporting positive behavior in Alberta Schools* (Alberta Education, 2013)

Week 7   (March 1-5, 2021)
 	
• Design short term learning and assessment plan
	Zoom meeting –March 1, 2021 (12:30-14:00)
	
	Tasks for this week:
	  i. Continue Learning Task 3
	  ii. Feedback to Learning and Assessment Plan
	  iii. Participate in D2L Discussion Post
	  iv. Lingering questions
	  v. Chapter 13 Presentation by Friday
	  vi. Chapter 14 Presentation by Friday
	
	Readings for this week:
	• *Chapter 13* (Making a Difference, 2010)
	• *Chapter 14* (Making a Difference, 2010)
	• *The Inclusive Education Library* (Alberta Education, 2012)

Week 8 (March 8-12, 2021)	*Tasks for this week:*
	  i. Work on Learning Task 3
	  ii. Participate in D2L discussion post
	  iii. Participate in optional zoom sessions

Topics/Themes	Tasks
• Applying the Big Ideas that underpin the overarching learning objectives of Elementary Inclusive Education.	*Readings for this week:* • *Working together to support Mental Health in Alberta Schools* (Alberta Education, 2017) **Learning Task #3 Due – March 12, 2021**

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

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ISSUES WITH GROUP TASKS

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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.