

**EDUC 460.15 (01): Specialization I (Secondary Mathematics)
Winter, 2021**

AB

Section	Instructor	Zoom dates	Zoom time	Email
S01	Dr. Olive Chapman	Jan 11, 25; Feb 8; Mar 1	12:30 – 14:00	chapman@ucalgary.ca

Class Dates: Monday and Friday, January 11 – March 12

No class: Term Break, February 14 – 20

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

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

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specializations of Secondary Mathematics. 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.

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 online course is delivered through a design-based and inquiry-focused approach. Student participation is crucial to the knowledge building in this course. Students are expected to participate in synchronous meetings organized as whole-class ZOOM sessions and in asynchronous conversations via the discussion forums in Desire2Learn (D2L). Assessment is both formative and summative based on rubrics for the three Learning Tasks. D2L will be used to post class information and for submitting assignments. You will need a device that supports online audio (and preferably video) communication.

REQUIRED RESOURCES

- Rutherford, F. J. & Ahlgren, A. (1991). *Science for all Americans* (Chapter 2, pp. 15-24). Oxford University Press, Oxford, UK.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=737311>
- Alberta Education (2014). *Program of Study: Mathematics Kindergarten to Grade 9*. Edmonton: Government of Alberta. https://education.alberta.ca/media/3115252/2016_k_to_9_math_pos.pdf
- Alberta Education (2008). *Program of Study: Mathematics Grade 10 to Grade 12*. Edmonton: Government of Alberta. <https://education.alberta.ca/media/564028/math10to12.pdf>
- Artigue, M., & Blomhøj, M. (2013). Conceptualizing inquiry-based education in mathematics. *ZDM Mathematics Education*, 45(6), 797–810. [UC library]
- Boaler, J. (2016). *Mathematical Mindsets* [Chapter 3, pp. 21-32]. San Francisco, CA: Jossey-Bass. [on D2L]
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4444210>
- Ernest, P. (2000). Why teach mathematics. In J. White & S. Bramall (Eds.), *Why learn mathematics*. London: London University Institute of Education.
<http://socialsciences.exeter.ac.uk/education/research/centres/stem/publications/pmej/why.htm>
- Gilbert, J. M. & Coomes, J. (February 2010). What Mathematics Do High School Teachers Need to Know? *The Mathematics Teacher*, 103(6), 418-423. [UC library]
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/20876655>
- Jaworski, B. (2015). Teaching for mathematical thinking: inquiry in mathematics learning and teaching, *Mathematics Teaching*, 248, 28-34.
<https://www.atm.org.uk/write/MediaUploads/Journals/MT248/MT248-15-11.pdf>
- Kilpatrick, J., Swafford, J., & Findell, B. (Eds.) (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: National Academy Press. [Chapter 4, pp. 115 – 133]
http://www.nap.edu/catalog.php?record_id=9822
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=136&docID=3375421&tm=1512076004993>
- National Council of Teachers of Mathematics (2000). *Principles and Standards for School Mathematics* (pp. 52 – 71). Reston, VA: Author. [on D2L]
- National Council of Teachers of Mathematics (2014). *Principles to Actions: Ensuring mathematics success for all* (pp. 7-12). Author, Reston, VA. [on D2L]
- Stockero, L. S, Van Zoest, L. R., Kinzel, M. & Cavey, L. (May 2011). Making Student Thinking Public. *The Mathematics Teacher*, 104(9), pp. 704-709.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/20876997>
- Smith, M. S. & Stein, M. K. (2011). *5 Practices for Orchestrating Productive Mathematics Discussions* (pp. 7-12). Reston, VA: National Council of Teachers of Mathematics. [on D2L]
- Pasquale, M. (2015). *Productive struggle in mathematics*. Education Development Center, Inc.
<http://interactivestem.org/wp-content/uploads/2015/08/EDC-RPC-Brief-Productive-Struggle.pdf>

Additional Resources

- Wilder, R. L. (2012). *Introduction to the foundation of mathematics* (2nd ed., pp. 281-299), New York: Dover Publications. [on D2L]
- Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). Classroom Assessment: Minute by Minute, Day by Day. *Educational Leadership*, 63(3), 18-24.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18772694&site=ehost-live>

McTighe, J. & Wiggins, G. (2014). *Improve curriculum, assessment, and instruction using the understanding by design framework*. ASCD White Paper http://www.ascd.org/ASCD/pdf/siteASCD/publications/ASCD_UBD_whitepaper.pdf

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://open.alberta.ca/dataset/b3fee5d3-9d70-496c-9a95-75215a916723/resource/118fb68b-de42-4ff8-85ff-03ae4949e7c5/download/moststudentlearning.pdf>

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

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Title 1	Exploration of Mathematics Knowledge for Teaching number concepts (Junior High Grades)	Group	30%	February 5, 2021
Title 2	Creation of Short-term Learning and Assessment Plan (Senior High Grades)	Individual	40%	March 5, 2021
Title 3	Inquiry into mathematics and mathematics pedagogy: Community Knowledge Building	Individual	30%	Wed & Fri (in Blog weeks: see the schedule)

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks
Week 1 Jan 11- 15	The nature of and conceptions/ beliefs about mathematics	Rutherford, F. J. & Ahlgren, A. (1991) Alberta Education (2007). (front matter) Zoom session1 [Jan 11]
Week 2 Jan 18 - 22	Why teach/learn mathematics? Mathematics knowledge for teaching	Ernest, P. (2000) Blog 1 Gilbert & Coomes (2010)
Week 3 Jan 25 - 29	Mathematics learners/learning Mathematics knowledge for teaching	Boaler, J. (2016) NCTM (2000) Blog 2 Zoom session 2 [Jan 25]
Week 4 Feb 1 - 5	Mathematical proficiency Mathematics knowledge for teaching	NCTM (2000) Kilpatrick et al. (2001) Learning task 1 [Due by Feb 5 midnight]

Week 5 Feb 8 - 12	Inquiry-based teaching/learning of mathematics Mathematics knowledge for teaching	Kilpatrick et al. (2001) Artigue & Blomhøj (2013) Blog 3 Zoom session 3 [Feb 8]
Feb 15 - 19		NO CLASSES - Term Break
Week 6 Feb 22 – 26	Inquiry-based teaching/learning of mathematics Productive mathematics discourse	NCTM (2014) Jaworski (2015) Smith & Stein (2011) Blog 4
Week 7 Mar 1 - 5	Designing inquiry-based lesson plans Formative assessment in mathematics	Stockero et al. (2011) Zoom session 4 [Mar 1] Learning task 2 [Due by March 5 midnight]
Week 8 Mar 8 - 12	Professional identity	Final Blog 5 [Due by March 12 midnight]

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 3 required Learning Tasks [LTs] for this course. Students must pass each learning task in order to successfully complete the course.

NOTE: Further details of the 3 Learning Tasks and any clarification needed will be provided in class.

LT 1: EXPLORATION OF MATHEMATICS KNOWLEDGE FOR TEACHING NUMBER CONCEPTS (JUNIOR HIGH SCHOOL) (GROUP, 30%)

DUE FEBRUARY 5, 2021

Mathematics knowledge for teaching [MKT] is a special type of knowledge mathematics teachers need to plan and teach mathematics to engage students meaningfully to learn and develop conceptual understanding of mathematics. This assignment allows you to explore and develop MKT for rational numbers in Junior High School [G 7 to 9] and develop an understanding of what to consider in planning meaningful mathematics lesson for any grade to foster deep understanding of mathematics concepts.

Working in groups of 3 or 4 (organized in class), you will investigate MKT for rational numbers with a focus on fractions. You are expected to draw on in-class work on MKT for numbers, course readings, and your own research of related resources.

Your report should include all aspects of the guideline for MKT for numbers discussed in class and organized with clear headings and subheadings based on the guideline. It should be typed; diagrams and mathematical expressions/relationships can be done by hand if neat and legible.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

The following rubric will be used to assess the work.

Category	A	B	C	Unsatisfactory
Rational Number Properties	Demonstrates understanding of most/all key elements for the 4 operations [18 – 20 elements]	Demonstrates understanding of many key elements for 4 operations [15 – 17 elements]	Demonstrates understanding of some key elements for 4 operations [12 – 14 elements]	Demonstrates understanding of few elements for 4 operations [< 12 elements]
Meanings of rational number [fraction]	Demonstrates understanding of most/all of 4 meanings and multiple representations [21-24 items per guideline]	Demonstrates understanding of many of 4 meanings and multiple representations [17-20 items per guideline]	Demonstrates understanding of some of 4 meanings and multiple representations [14 -16 items per guideline]	Demonstrates understanding of few of 4 meanings and multiple representations [<16 items per guideline]
Meanings of operations and procedures of fractions	For 4 operations, demonstrates understanding of most/all meanings of them, the procedures, and multiple representations [46 -52 items per guideline]	For 4 operations, demonstrates understanding of many meanings of them, the procedures, and multiple representations [38-45 items per guideline]	For 4 operations, demonstrates understanding of some meanings of them, the procedures, and multiple representations [30- 37 items per guideline]	For 4 operations, demonstrates understanding of few meanings of them, the procedures, and multiple representations [<30 items per guideline]
Applications of fractions	Demonstrates understanding of meaningful and appropriate contextual problems for all of the 4 operations	Demonstrates understanding of meaningful and mostly appropriate contextual problem for the 4 operations	Demonstrates understanding of meaningful, but mostly inappropriate contextual problem for the 4 operations	Demonstrates unclear/ no understanding of meaningful appropriate contextual problems for the 4 operations
History (culture) of fractions	Provides a clear, insightful description of relevant historical information	Provides a clear description of relevant historical information	Provides description of general historical information	Provides vague description, meaningless, or no historical information
Length	Range of 100 - 120 words	Outside range by <11 words max	Outside range by 11-16 words	Outside range by >16 words
Misconceptions	Demonstrates understanding of at least 4 possible meaningful students' misconceptions	Demonstrates understanding of 3 possible meaningful students' misconceptions	Demonstrates understanding of 2 possible meaningful students' misconceptions	Demonstrates little understanding of possible meaningful students' misconceptions
Form of report	Well organized, neat (diagrams/pictures), legible (text and math symbols/expressions)	Mostly neat (diagrams/pictures) and legible (text and math symbols/ expressions)	Moderately neat (diagrams/pictures) and legible (text and math symbols/ expressions)	Not neat (diagrams/pictures) and/or legible (text and math symbols/ expressions)

References	Clearly stated; Accurately APA referenced.	Stated; APA referenced with minor errors.	unclear; Referenced but not APA.	Not stated or unclear; not referenced.
------------	--	---	-------------------------------------	---

**LT2: CREATION OF SHORT-TERM LEARNING AND ASSESSMENT PLAN (SENIOR HIGH SCHOOL GRADES)
(INDIVIDUAL, 40%)**

DUE DATE: MARCH 5, 2021

Lesson plans are central to imagine and facilitate meaningful classroom experiences to support students' learning and doing of mathematics and development of mathematical thinking, procedural fluency, and conceptual understanding of mathematics. This assignment allows you to learn how to create such lesson plans by applying your understanding of inquiry-based teaching/learning and MKT for a senior high school concept (G10 - 12).

Working individually, you will select a mathematics concept from the Alberta Mathematics Program of Studies (G 10 – 12) and design a lesson plan for an 80-minute class. Your plan should follow a clear and comprehensive template and include a plan for learning and assessment that promotes mathematical thinking and deep understanding of the concept. In addition to the lesson plan, you will provide narrative explanations of your thinking and decision-making processes relevant to developing the lesson plan based on the guideline discussed in class. You should justify the pedagogical choices you make with references to the course readings, class discussions, and other sources.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

The following rubric will be used to assess the work.

Category	A	B	C	Unsatisfactory
Design Curricular Outcomes -links to Program of Studies (PoS) -selected ESL benchmarks (level 3) with rationale	Appropriate links to PoS for chosen level; clear understanding of curricular outcomes and mathematical processes as expressed in PoS Appropriate selected ESL benchmark objectives for level 3 students with specific rationale.	Some links to PoS for chosen level are clear and appropriate; some PoS curricular outcomes and mathematical processes are represented in lesson plan Appropriate selected ESL benchmark objectives for level 3 students with general rationale.	Links to PoS for chosen level not clear or appropriate; curricular outcomes and mathematical processes present but not clearly articulated; with little effort to integrate Selected ESL bench- mark objectives for level 3 students not clearly articulated or rationale not articulated.	Few if any links provided between PoS and lesson elements; curricular outcomes and mathematical processes not present Inappropriate or missing selected ESL benchmark objectives for level 3 students.
Instructional Delivery -plan demonstrates disciplinary knowledge, engagement,	Plan well Informed by disciplinary knowledge; lesson highly engaging; lesson is clearly student-centered; lesson clear and well- ordered; easy to	Good evidence of carryover of disciplinary knowledge to lesson plan; lesson is some-what engaging mostly student-centered;	Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is somewhat student- centered but needs to be strengthened;	Little evidence that disciplinary knowledge informed creation of plan; lesson is teacher-centered; lesson plan is missing important elements and does not flow well

student-centeredness, organization, integration across lesson sections	envision how lesson will unfold; all important elements included; high degree of integration among lesson sections and excellent links	good attempt to integrate parts of the lesson; lesson plan mostly clear and logical flow; most important elements included	lesson plan flow is neither clear nor logical and is hard to follow; several important elements of good lesson plan are missing	(hard for reader to imagine how the lesson would unfold)
Deep Understanding -learning opportunities for deep understanding of curriculum objectives	Lesson design (inquiry tasks) is highly effective for supporting deep/ conceptual understanding of content objectives by students	Lesson design (tasks) provides good opportunities to encourage deep/ conceptual understanding by students	Lesson design (tasks) shows awareness of importance of encouraging deep understanding by students but not effective in achieving that understanding	Absence of evidence of attempt to encourage deep understanding by students
Assessment -integrated formative assessments -statement of how assessment will improve practice	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 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 effective; does not address how assessment will lead to improved practice	Assessment lacking; no understanding shown of importance of appropriate and effective assessment; clear lack of direction for students. Unclear vision of how to include assessment; discussion of importance of assessment or how it can be used to improve practice needs to be strengthened/ revised
Narratives -depth of analysis/understanding	Narratives display a sophisticated, elegant, clear understanding of the nature of most/all of the guideline items in lesson planning and design.	Narratives display a competent understanding of the nature of many of the guideline items in lesson planning and design.	Narratives display some understanding of the nature of some of the guideline items in lesson planning and design..	Narratives display little understanding of the nature of most of the guideline items in in lesson planning and design .
Writing quality	The lesson plan and narratives are clearly written and stand as a superior example free of errors.	The lesson plan and narratives are relatively clearly written and contains few errors	The lesson plan and narratives are somewhat unclearly written and contains errors that impede understanding.	The lesson plan and narratives are unclearly written and contains many errors that impede understanding.
References	Clearly stated; Accurately APA referenced.	Stated; APA referenced with minor errors.	unclear; Referenced but not APA.	Not stated or unclear; not referenced.

**LT3: INQUIRY INTO MATHEMATICS AND MATHEMATICS PEDAGOGY: COMMUNITY KNOWLEDGE BUILDING
(INDIVIDUAL, 30%)**

DUE DATES: WEEKS 2, 3, 5, 6, AND 8 AS SPECIFIED IN THE ABOVE WEEKLY SCHEDULE

For weeks 2, 3, 5, 6

- Initial Blogs: Wednesdays (midnight, discussion forum)
- Responses: Fridays (midnight, discussion forum)

For week 8, only initial blog; no responses: due March 12 (midnight, D2L drop box)

Format: Blog Format, APA 7 formatting

The purpose of this learning task is further development of your mathematics knowledge for teaching [MKT] through course readings, other sources, and sharing ideas with your peers by providing responses to prompts/questions dealing with the nature of mathematics; mathematics proficiency; mathematics inquiry/thinking; and mathematical discourse. Your response will be in the form of a blog; that is, you will write from a personal perspective that allows you to connect directly with your readers and support knowledge building.

- i For **each of the specified blog weeks**, you will post an approximately 400-word blog in D2L Discussions by Wednesday midnight.
- ii You will then respond to two other peers by Friday midnight. Approximately 150 words each.

This connection allows you to interact and share ideas with your colleagues. Thoughtfully plan how you will engage the members of your class on your insights and learning. Your blogs and responses must be persuasive, that is, you should take a personal stance on the question and explain your response, using relevant and varied evidence. Your blog must include significant insights from:

- Professional discussions
- Course readings and resources
- Current research
- Classroom observations/experiences

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

The following rubric will be used to assess the work.

Criteria	A to A+ Meets all and exceeds some requirements	B+ to A- Meets all requirements	B- to B Meets most requirements	Does not meet requirements
Articulates a clear, insightful and growing understanding of mathematics education	Blog and responses are introduced, clearly communicated, and the focus is strongly maintained for the purpose of knowledge building	Blog and responses are clear, and the focus is maintained for the purpose of knowledge building.	Blog and responses are generally clear, but the focus may be insufficiently sustained for the purpose of knowledge building	Blog and responses are unclear and not clearly developed for the purpose of knowledge building.
Relevant evidence from the readings and other sources to support responses	Build upon content from the readings, conversations, and experiences to open new possibilities in understanding. Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline. Cites most content obtained from other sources. APA 7 citation style is accurate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline. Cites some content obtained from other sources. Citation style is	Does not use credible and/or relevant sources to support ideas that are appropriate for the discipline. Does not cite sources.

	are appropriate for the discipline. Cites all content obtained from other sources. APA 7 citation style is accurate.		either inconsistent or incorrect.	
Democratizing knowledge	Recognize all participants as legitimate contributors to the shared goals of the knowledge building community through dialogic interactions	Recognize and praise everyone's work and help others find needed information.	You add your contribution with little recognition of others contribution.	You add little independent contribution with little dialogic interaction with others in the group.

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 12% 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

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.