EDUC 535.01: Specialization II: Early Childhood Education
Fall 2022

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>S01</td>
<td>Joy de Nance</td>
<td>W 08:00-11:50</td>
<td>EDC 370A</td>
<td><a href="mailto:jdenance@ucalgary.ca">jdenance@ucalgary.ca</a></td>
</tr>
</tbody>
</table>

Class Dates: Wednesday: September 7-October 26, 2022

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 Seminar II is to deepen your understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, you will also refine your knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. You will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for your own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and inquiry).

EXTENDED COURSE DESCRIPTION:
Notably, you will also draw from the classroom observations of your previous field experiences in ways designed to support more full and meaningful participation in course discussions. The aim is to bring previous experiences into a working vision for your own teaching. In sum, the emphasis of the course is to offer guided opportunities in designing learning experiences and developing associated materials that are both authentic and appropriate—that is, experiences and materials that are: discipline-specific; consistent with evidence- and performance-based assessment, designed with inclusion and differentiation in mind, true to inquiry-based practices, and supportive of intended student outcomes in ways that continue to strengthen learning, both student and teacher alike.

LEARNER OUTCOMES:
Over the course of the semester, students will:

1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline of Early Childhood Education, and relate this to curriculum planning in the specialization area;

2) Identify and critique the key learning perspectives (as outlined in the front matter of the Programs of Study) and intentions (learning objectives) across the units in a grade(s) from the Alberta Programs of Study;

3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan with specific examples of appropriate resources and student support plans.
COURSE DESIGN AND DELIVERY:
The course will consist of a combination of in-class large and small group discussions with opportunity to participate in a guided collaborative manner to complete in-class assignments and course assignments and to lay the foundations for effective teaching and learning practice at the ECE level. This course will be delivered face-to-face on campus with possible engagement in a D2L environment. It is expected that students read further in the area of topics identified and discussed in class.

REQUIRED RESOURCES:


Print copy available in LCR:
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991017785299704336

E-book available to rent or purchase from the following vendors
Amazon Kindle; RedShelf; ebooks.com

Additional Suggested Professional Reading Suggestions
Readings on this list include the ones particular to the weekly course schedule in the Course Outline. This list is intended to inform you of resources that may be of value in your current work and in your future work as a practicing teacher.

(print copy is available)
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991019106009704336

Alberta Education ESL Benchmarks http://www.learnalberta.ca/content/eslapb/printable_benchmarks.html

Alberta Education. (2010). Making a difference: Meeting diverse learning needs with differentiated instruction. https://open.alberta.ca/dataset/e02db4bb-ba84-4ce2-92eb-cd7e20fee97e/resource/4f325cbe-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991026589579704336


https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991026589579704336

Wait for e-book


https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991002122949704336

https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-018-0894-x


*E-book licence permits only one online user at a time*


Print copy available in LCR:
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991019119999704336
Wait for e-book

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991013820139704336

Print copy available in LCR
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991017785299704336

Indigenous Education Resources
https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning


Print copy available in LCR:
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991003984099704336

Print copy available in LCR:
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991012468879704336


LEARNING TASKS OVERVIEW

<table>
<thead>
<tr>
<th>LEARNING TASK</th>
<th>DESCRIPTION OF LEARNING TASK</th>
<th>GROUP / INDIVIDUAL</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Inquiry Project</td>
<td>Development of a topic of inquiry/guiding question to be explored around disciplinary knowledge relevant to ECE</td>
<td>Group</td>
<td>40%</td>
<td>Sept. 28</td>
</tr>
<tr>
<td>Unit and Assessment Plan</td>
<td>Design of a unit and assessment plan that illustrates developmentally and individually appropriate programming for young children</td>
<td>Individual</td>
<td>40%</td>
<td>Oct. 19</td>
</tr>
<tr>
<td>Classroom Environmental Design</td>
<td>Design elements of an ECE classroom environment that supports play-based learning, investigation and appropriate practice</td>
<td>Individual</td>
<td>20%</td>
<td>Oct. 26</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings and Tasks</td>
<td>Due Dates</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
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<td></td>
</tr>
</tbody>
</table>
A look at the day in an early learning classroom - entry, routines, classroom management, transitions

Power point and activities from Joy de Nance


Play & Learning - *Education Counts Michiana - The Reggio Emilia Approach Retrieved from:* [https://www.youtube.com/watch?v=fYx_aGs-DjU](https://www.youtube.com/watch?v=fYx_aGs-DjU)

*Early Learning Early Grades available from [https://galileo.org/earlylearning/](https://galileo.org/earlylearning/)*

with attention to videos by Dr. Bryan Kolb, Dr. Sergio Pellis and Dr. Stuart Brown

Group investigation of key theorists: Fredrich Froebel, Piaget, Dewey, Vygotsky, Montessori, Reggio, Erik Erickson, Howard Gardner-summarize and present key beliefs – how do they inform your planning

<table>
<thead>
<tr>
<th>Date</th>
<th>Essential Literacy Skills</th>
<th>Review of curriculum material</th>
<th>Essential Numeracy skills</th>
<th>Review of curriculum material</th>
<th>Learning task 1 due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>Power point by Joy de Nance</td>
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</tbody>
</table>
**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 Plans**

There are three required Learning Tasks for this course.

1. **Learning Task 1: Group Inquiry Project – Value 40% of final grade – Due date September 28th, 2022**

   For this assignment, working in groups of 2 or more, you will develop an inquiry topic/essential question relevant to the Early Childhood classroom and gather supportive ideas and resources. This inquiry topic/essential question should reflect quality practice in Early Childhood Education, guided by your knowledge and understanding of foundational theories, guiding principles and related Programs of Study. It should include possible essential understandings, guiding questions, supportive teacher and student resources, as well as the consideration of possible assessment tasks that would reflect quality practice in Early Childhood Education. This assignment will lay the foundation for Learning Task 2 in which you will generate a rich, engaging ECE unit and assessment plan.

   *Note: This small group assignment is essentially making visible the initial brainstorming processes that teachers employ when beginning to plan a unit – a gathering of ideas, materials, resources and possibilities that will serve you in developing your unit plan to follow in Learning Task 2. It will allow you to investigate an inquiry topic through small group and classroom discussions of personal experiences, through previous field observations and other related teaching...*
experiences, through guided research into appropriate and useable resources specific to ECE, and through assigned and self-selected readings.

Findings of the group inquiry project will be shared electronically via a digital folder to be uploaded on D2L on the due date. This folder may include texts, visuals, assorted media, and links. Please, be aware that, due to limited electronic space, videos may need to be shared via a link rather than through direct uploading into our class D2L. Be creative in the development of this folder.

Required elements of this project include:
1. An essential understanding or overarching question hosting the inquiry;
2. Textual and visual presentation of findings/responses, as well as guiding questions and concerns that have arisen in your considerations of the inquiry plan.
3. A listing of possible resources (print, performance, and digital) that could be used in the project completion, cited appropriately using APA approved formatting. (This should be presented as a reference page.)

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

**Grading Criteria for Learning Task 1**
Group inquiry projects will be assessed on the following criteria:

1. Quality, meaningfulness and appropriateness of the essential understanding/research question, including:
   a. Clarity of presentation of the essential understanding/inquiry question and supportive guiding questions;
   b. Fullness of rationale for the essential understanding/inquiry question and guiding questions;
   c. Relevance and value of the inquiry project to young learners;
   d. Significance and relevance of resources with correct citations.

2. Overall presentation of findings including:
   a. Organization, clarity, and succinctness of the digital folder;
   b. Writing effectiveness that provides clear summary of findings and conveys the brainstorming and key findings of the group;
   c. Effectiveness of visuals in depicting issues raised in inquiry;
   d. Specificity of references made to resources.

3. Digital folder design elements used in representation of the group inquiry question and the findings, including:
   a. Effectiveness of visuals in depicting issues raised in inquiry;
   b. Presence of clear, relevant, and striking use of visuals and/or technology and media; and
   c. Connectedness between the inquiry question, supporting text and the use of visual content.

<table>
<thead>
<tr>
<th>1. VALUE OF RESEARCH QUESTION AND RESOURCES</th>
<th>ACCOMPLISHED</th>
<th>DEVELOPING</th>
<th>BEGINNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strength of inquiry question/topic</strong></td>
<td>The research question/topic and guiding questions are clearly stated, specific, and address a significant interest, need or problem that has relevance to the students and value beyond school</td>
<td>The research question/topic and guiding questions are appropriate and clearly stated but may be general or narrow, leading to a multitude of sub-</td>
<td>The research question/topic and guiding questions are roughly sketched and in need of refinement</td>
</tr>
<tr>
<td><strong>What do you want to know?</strong></td>
<td></td>
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**Value of Research Question and Resources**

<table>
<thead>
<tr>
<th>Value</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
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<tbody>
<tr>
<td>Value</td>
<td>The research question/topic and guiding questions are clearly stated, specific, and address a significant interest, need or problem that has relevance to the students and value beyond school</td>
<td>The research question/topic and guiding questions are appropriate and clearly stated but may be general or narrow, leading to a multitude of sub-</td>
<td>The research question/topic and guiding questions are roughly sketched and in need of refinement</td>
</tr>
<tr>
<td>Value</td>
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**What do you want to know?**

<table>
<thead>
<tr>
<th>What do you want to know?</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
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<tr>
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<tr>
<td><strong>Rationale for inquiry</strong></td>
<td><strong>Value of research question/topic in teaching and learning</strong></td>
<td><strong>Value of references to support teaching and learning</strong></td>
<td></td>
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<tr>
<td><strong>question/topic</strong></td>
<td>The rationale for choosing the research question and guiding questions is well supported with thoughtful consideration and understanding of the impact on student engagement, interest and development. Connections to Programs of Study are clearly identified.</td>
<td>The research question/topic and guiding questions provide the teacher with multiple ways of engaging students in a variety of learning activities that would provide students with opportunities to demonstrate their understanding and development. (UDL principles)</td>
<td></td>
</tr>
<tr>
<td><strong>Why do you want to know?</strong></td>
<td>The supporting rationale is weakly developed and/or provides limited consideration of its impact on student engagement, interest and development. Limited or no connections to Programs of Study are provided.</td>
<td>The research question/topic and guiding questions have limited potential for variety in the presentation of information and limited ways for students to demonstrate their understanding.</td>
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<table>
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<tr>
<th><strong>2. Overall Presentation of Findings</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Beginning</strong></th>
</tr>
</thead>
</table>
| **How easy is it for us to follow your train of thought and find the key components?** | Analysis of the findings is:  
- Exceptional  
- Presented in a logical format  
- Clearly summarized, well organized and easily followed | Analysis of the findings is:  
- Appropriate  
- Presented in an understandable format  
- Organizationally adequate | Analysis of the findings is:  
- Lacking in clarity or development  
- Weak in formatting and organization  
- Difficult to follow and understand |
| **Effectiveness of writing to convey and summarize findings** | Key findings are relevant, clearly described and supported with well-chosen examples | Key findings are successfully described and supported with limited examples | Findings are not clearly described with limited examples |
| **Does it represent the input of all group members?** | Resources included are relevant and appropriate and are fully cited following APA requirements | Paired with research support and following APA citation requirements | Not directly linked to the current research in the field and/or does not employ APA citation requirements |
| **Specificity of references to resources** | | | |
### Summary of Grading Based on Above Criteria

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

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

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

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### 2. Learning Task 2: Design a Unit and Assessment Plan: Individual submission – Value 40% of final grade

**DUE: October 19th, 2022**

For this assignment, you will work individually or in pairs to develop a unit plan that arises from your group inquiry project (Learning Task 1) and supports the learning and developmental strengths and needs of young learners (grades K-3). Your unit plan should include associated performance assessment tasks and accompanying rubrics, should provide evidence of its alignment with current educational priorities as outlined in *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study)* (*The Guiding Framework*) and Alberta Education’s *Primary Programs Framework*, and should identify general and specific learner outcomes and/or competencies (from the appropriate *Programs of Study* and/or *Kindergarten Program Statement* and/or *The Guiding Framework*) that are addressed through the inquiry. You might consider using the format, adapted by U of C, from the Understanding by Design (UbD) Unit Plan as outlined by Wiggins and McTighe. This can be found on our D2L page. Other lesson plan formats that effectively represent your planning processes are also acceptable.

**Required elements of this project include:**

1. Design of an inquiry-based unit-plan for learning, teaching, and assessment (guided by your group presentation for Learning Task 1) that sponsors deep and rich investigation of essential understandings and/or competencies appropriate at the ECE level;
2. A rationale for the learning, teaching, and assessment plan, as supported by theories of ECE;
3. A list of valuable resources, reference books, quality children’s literature and learning materials that support the inquiry/learning unit

4. Discussion of the practicalities of enacting this learning, teaching, and assessment plan: fitting it into a larger context and integrating effective formative-assessment strategies to inform scaffolding, and discussion of possible adaptations to meet the needs of diverse learners.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

**Grading Criteria Checklist for Learning Task 2**

The checklist of specific items for your unit plan folder are:

1. **Unit Title, Subject Area, and Topic** – The theme of your unit.

2. **Reference to the Alberta Education Programs of Study** – Applied to ECE. Identify how your unit fits within Alberta program mandates. Provide an explanation if it does not fit explicitly.

3. **Grade Level** – The grade for which this Unit is intended.

4. **Unit Rationale** – A paragraph explanation where the value of the unit is presented. This rationale should support your choice to create a full unit on this topic.

5. **Learning Outcomes** – The learning outcomes for the overall unit (longer term). In your lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Five or six learning outcomes should define what the students should know/be able to do by the end of the unit and lesson.

6. **Key Instructional Practices Procedures** – Details about the main methods for teaching through the unit. This is specifically about how you will teach the content. Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used?

7. **List of Sources** – A list of all sources consulted in preparation of the unit. Note: multiple sources are expected. Present a reference page in APA format.

8. **List of Materials** – A list of all materials needed to teach the unit that are not readily available to the teacher every day. Be specific!

9. **Learner Differentiation/Explanation** of how the unit plan addresses all students’ needs – A demonstration of how your plan addresses the interests and needs of a range of students. Show how you will teach inclusively. For example, how will you address: students with special needs, English-as-a-second-language learners, gifted students, and students who excel at group work or at independent time?

10. **Creativity and Innovation** – A detailed account of how your unit will include a variety of teaching methods. Make specific reference to creative teaching that engages all students. Discuss inclusion of technology and ways to incorporate an inter-disciplinary approach.
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<thead>
<tr>
<th></th>
<th>C+ or less</th>
<th>B-, B</th>
<th>B+, A-</th>
<th>A, A+</th>
</tr>
</thead>
</table>
| Design is focused on building understanding | Demonstrates a general understanding of curricular outcomes and uses them to deliver instruction | Demonstrates a clear understanding of curricular outcomes and sometimes incorporates them into inquiry-based learning (i.e. project-based, problem-based, or design-based) | Demonstrates an understanding of:  
• How students learn  
• Disciplinary core concepts and connections, and  
• Curricular outcomes.  
Designs inquiry-based learning tasks that focus student inquiry on issues, questions, and problems central to the discipline. | Demonstrates an exceptional understanding of:  
• How students learn,  
• Disciplinary core concepts and connections  
• Curricular outcomes.  
Skillfully designs strong inquiry-based learning tasks that focus student inquiry on issues, questions, and problems that are: central to the discipline, connected to students’ lives, and connected to the world outside of school. |
| Design is informed by knowledge of ECE and young learners | Selects activities that emphasize subject matter acquisition that deal with acquiring information, facts. | Designs learning activities that are organized around subject matter. Limited attention is given to organizing around key principles of ECE. | Designs learning experiences that are organized around the key principles of ECE.  
Considers ways in which young learners make connections between existing and new ideas to build understanding. | Designs learning experiences that engage the students in the distinct ways of thinking about and acting in the world that characterize ECE—the ways of making meaningful connections and building deep understanding in young learners. |
| Work is authentic           | The work students undertake requires them to acquire and recall static, inert facts. | The work students undertake has some connection to the world outside the classroom. | The work students undertake requires them to engage in some collaboration with each other, and with the inquiry topic and resources that are of interest to young learners | The work students undertake requires them to engage in productive collaboration with each other, with the inquiry topic and resources, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to young learners, and to the broader community outside of school. |
| Work fosters deep understanding | The work students undertake requires that they provide simple descriptions of their observations and thinking. | The work students undertake requires that they describe their observations and how they connect with their previous experience. | The work students undertake fosters disciplined habits of mind.  
Students are asked to describe their understanding, what those observations might mean and how they connect to their previous experiences. | The work students undertake fosters strong habits of mind, innovation and creativity. Students are routinely asked to describe their understanding and reasoning, make connections |
3. **Learning Task 3: ECE Classroom Environment Due: October 26th, 2022 Value: 20% of final grade**

The purpose of Learning Task 3 is for you to focus on aspects of the physical classroom environment that would support the implementation of your unit plan (Learning Task 2). This work demonstrates a critical and thoughtful philosophical stance relating to classroom design and related practice. Working either individually or in small groups, design a classroom showing specific classroom areas that would support your investigation. It should take the form of a room layout with interest areas and furniture mapped out, along with a list of classroom resources and materials for each of the areas. In addition to your classroom design and resource list, you should include the rationale for your decisions and identify the philosophy that grounds your practice in supporting young students in their area of investigation arising from your unit plans.

**Required Components of Assignment 3**

- Brief description of the big idea/area of inquiry that students will be investigating
- A classroom design, including furniture and materials to support the inquiry
- A rationale for the elements and materials included in your classroom design
- A list of student books and materials for each area of the classroom
- A reference list of sources used in developing your classroom design

**Note:** Consider the aesthetics of the environment and the professionalism of your presentation

For classroom furniture and supply ideas, consult such furniture and educational supply companies as:

- Ikea
- Lakeshorelearning.com
- Discountschoolsupply.com
- Louise Kool
- Community Playthings
- Learningmaterialswork.com
- Wintergreen
Assessment for Learning Task 3
Together we will develop criteria for the assessment of this Learning Task which will include peer assessment and self-assessment.

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](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 prior to the end of the course 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

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

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

### Academic Accommodation

It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: [https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf). Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

### Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at [http://www.ucalgary.ca/pubs/calendar/current/k.html](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](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 Kevin Dang, esa@ucalgary.ca.

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