EDUC 535.02/.10/.18
Elementary English Language Learners and Elementary/Secondary Second Languages
Summer 2022

Instructor: Simren Trehin
Email: simren.trehin@ucalgary.ca
Office Hours: By appointment

Class times: M-F 13:00 - 15:50
Class dates: July 11-22
Location: EDC 287

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 students’ 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, students will also refine their knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. Students 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 their 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).

LEARNER OUTCOMES:

Students will:
1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline, and relate this to curriculum planning in the specialization areas;

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 from the Alberta Programs of Study;

3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.
**COURSE DESIGN AND DELIVERY:** This course will be delivered face-to-face on campus with some engagement in D2L.

**REQUIRED RESOURCES:**
There are no required textbooks to be purchased for this course. Readings will be accessible through the library.ucalgary.ca website or posted in D2L via Leganto.


Alberta Education Programs of Study [https://www.alberta.ca/programs-of-study.aspx](https://www.alberta.ca/programs-of-study.aspx)


**ADDITIONAL RESOURCES:**

Arnett, K. (2013). Languages for all. Pearson


**SOME PLANNING RESOURCES (MORE WILL BE AVAILABLE VIA D2L):**


ESL Guide to Implementation K-9 (2007) → This document provides teachers in Alberta a list of learning strategies they should be aware of and/or encourage their students to utilize. (*Appendix 4, p.165*)

An overview of a unit plan (teaching spiders) using the knowledge framework to teach thinking skills and linguistic structures in a content-based instruction (see p. 80) https://education.alberta.ca/media/563809/esl-guide-to-implementation-k-9.pdf


**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>Learning Task 1</td>
<td>Reflection on Field II learning + action plan</td>
<td>Individual</td>
<td>25%</td>
<td>July 14</td>
</tr>
<tr>
<td></td>
<td>Structured reflection on Field II experiences; creation of action plan for Year 2 and beyond</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Learning Task 2</td>
<td>Multimodal Parent Night Presentation</td>
<td>Group</td>
<td>35%</td>
<td>Submitted to Dropbox by 12pm July 20th</td>
</tr>
<tr>
<td></td>
<td>Students will create a presentation to inform an audience of parents about learning English or learning a second language in the L2 or</td>
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</tbody>
</table>
Bilingual Program context. Include information on how we teach and how students learn in the chosen context. Multimodal submissions (video, PowerPoint/Prezi, podcast, multimedia) are expected. Share deep understanding of the principles of second language teaching and learning.

Learning Task 3: Design a Unit and Assessment Plan

Students will design a unit learning plan and assessment plan with supporting Google Classroom that demonstrates a solid understanding of the theoretical aspects presented in the course.

WEEKLY COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 11</td>
<td>Welcome &amp; Introduction</td>
<td>Read through course outline; review of learning tasks</td>
</tr>
<tr>
<td></td>
<td>Review of Field II</td>
<td></td>
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<tr>
<td></td>
<td>Creating a welcoming classroom</td>
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<tr>
<td></td>
<td></td>
<td>ELL:</td>
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<tr>
<td></td>
<td></td>
<td>L2:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dressler &amp; Mueller (2021)</td>
</tr>
<tr>
<td>July 12</td>
<td>Understanding language acquisition</td>
<td>ELL:</td>
</tr>
<tr>
<td></td>
<td>Introduction and review of Language teaching approaches</td>
<td>Coelho, E. (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L2:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tedick &amp; Lyster (2020) - Chapter 3</td>
</tr>
</tbody>
</table>
### July 13
**Language Learning and Teaching:**
- Language teaching approaches continued
- Learning Across the Curriculum

**All (choose 1):**
- Tedick & Lyster (2020) - Chapter 4 - CAPA Model
- Stoller & Myers (2019) Project-Based Learning
- Dressler (2020) practical application of PBL

**Optional Reading/Video:**
This short RSA video is a highly informative introduction to two different mindsets in childhood.
[https://www.youtube.com/watch?v=Yl9TVbAal5s](https://www.youtube.com/watch?v=Yl9TVbAal5s)

### July 14
**Language Learning and Teaching:**
- Conditions for Growth and Development across the curriculum

**Learning Task 1 due**

**All (choose 1):**
- Barwell (2009) Math example
- Cammarata & Tedick (2012) LA example
- Bautista & Castenada, (2011) Science example

**Optional Reading/Video:**
*Connecting to the AB Program of Studies:*
Students will consult the AB POS for their area of specialization/ELL Proficiency Benchmarks

http://www.learnalberta.ca/content/eslapb/index.html (see writing samples and videos of students engaging in content learning with teacher commentary on proficiency levels and benchmark analysis)

**ELL:** Richards, J. C. (2013)

**L2:** Tedick & Lyster (2020) – Chapter 7

### July 15
**Designing a Unit and Assessment Plan:**
- Activities
  - How are language skills and sub-skills thought?

**ELLs (choose 1):**

**L2:** Tedick & Lyster (2020) – Chapter 8
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading/Video</th>
</tr>
</thead>
</table>
Group Work Period |
L2: Tedick & Lyster (2020) Chapter 9  
Watch Tedick (2016) video  
Optional Reading/Video:  
1. [https://www.youtube.com/watch?v=tgUK7GynW-w](https://www.youtube.com/watch?v=tgUK7GynW-w) - Mary Schleppegrell’s presentation to the International Systemic Functional Linguistics Conference about functional grammar in Vancouver, BC, July 2010. (This video is about an hour long)  
| July 20  | Designing a Unit and Assessment Plan          | Readings All: Arnett & Bourgoin. (2018). Chapter 9  
L2: Tedick & Lyster (2020) – Chapter 5  
ELL: Coehlo (2004) - Ch 13  
Optional Reading: Arnett (2012) – Languages for all  
Materials Evaluation and Material Design  
*Learning Task 2 Due* |
**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.

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### Learning Tasks and Assessment

There are three required Learning Tasks for this course.

#### Learning Task 1: Reflection on Field II learning + action plan – 25%

**Due: July 14, 2022 by 11:59pm into the Dropbox folder**

**Part I:** Students will prepare a structured reflection on Field II experiences (3-4 pages, double-spaced). Topics to explore are:

(i) **Second Language Teaching/Teaching English Language Learners** – (challenges and lessons learned)

(ii) **Classroom management** – (what were your successes and challenges?)

(iii) **Differentiation** – (what did you learn about differentiating to support students in Field II?)

(iv) **Assessment** – (what experiences did you have in learning about assessment?)

**Part II:** Students will create an action plan for Year 2 linking back to learning from Year 1 (1 page, double-spaced).

**Criteria for Assessment of Learning Task 1**

Reflections should include an exploration of the four topics listed above, showing a thoughtful examination of experiences, including specific anecdotes where useful to illustrate your learning. You should link Field II experiences with your learning from Year 1 courses, including references to readings that stood out for you. In the action plan, you will identify areas that you plan to focus on during Field III and IV, with a justification.
(why these areas?) and your plan for developing these areas (how will you delve deeper? how can you develop your skills?). This will be a written submission, but need not be written as an academic paper, but rather as a professional document (use headings, subheadings).

**Summary of Grading Based on Above Criteria**

An A+ to A paper will present deep links between the theory of practice from their coursework to the experiences during Field II in all of the identified areas with supporting examples. Ideas will be organized, well written, and supported. Writing will be clear and mostly free of errors.

An A- to B+ paper will present good links between the theory of practice from their coursework to the experiences during Field II in all/most of the identified areas research with support and/or some examples. Ideas will be mostly organized, clearly written, and supported. Writing will be clear and somewhat free of errors that do not impede understanding.

A B to C+ project may present a roughly sketched paper in need some refinement, with few/no connections between coursework and Field II. Ideas may be lacking in some clarity, development, and/or specific examples. Writing may be confusing or with many errors that impeded understanding.

1. **LEARNING TASK 2 : – Multimodal Parent Night presentation (35%) : Due by Noon July 20, 2022 into Dropbox and D2L discussion board**

Topic: How do students learn a second language in the L2 or Bilingual classroom OR how are ELL students supported in their classroom? (choose only 1 context) Presentations will be posted to D2L thread and submitted into Dropbox.

With a partner, students will create a presentation to inform parents/students about how students learn a second language and what it means to teach and learn in the L2, Bilingual or ELL context. What are the critical aspects? What does research say about how we can help students to achieve success? How does this happen daily in the classroom? You will create a multimodal presentation (video, Powerpoint/Prezi, podcast, multimedia) to present your understanding to an audience at a parent information night at school. You should include references to the theory we have studied in both Specialization courses and show how the theory comes to life in the classroom. You may include your learning from your Field II experiences.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

Assessment criteria for this assignment will be co-created with students.
LEARNING TASK 3: Design of a Unit plan and Assessment Plan (40%) – Due by 11:59pm July 26 into the D2L Dropbox

Using a template provided, students will design a unit learning plan and assessment plan with supporting Google Classroom that demonstrate a solid understanding of the theoretical aspects presented in the course.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Following the template that will be provided in D2L under Content, your unit plan will provide the essential questions, Program of Studies objectives, assessment plan, and an outline of the lessons in the unit (not full lesson plans). Your unit plan should build deep understanding of the content while showing how you will integrate appropriate language into the content (CBLT). You will scaffold the lessons throughout the unit so that you build understanding through authentic and engaged learning.

You will provide a detailed assessment plan (of formative assessment throughout, as well as an outline with assessment criteria and rubric for the final project). You will create a supporting Google Classroom using a checklist provided.

Grading Criteria for Assignment 3 - Unit Plan/Checklist of specific items for your unit plan folder:
(please note these can be adapted for your particular circumstances, and are provided as a guide)

A. Unit Title, Subject Area, and Topic – The theme of your unit. This can be developed in consultation with your instructor and should be clearly and specifically titled.

B. Reference to Alberta Education Curriculum or standards, as it applies to your discipline/unit. Identify how your unit fits within the Alberta Curriculum. Provide an explanation if it doesn’t fit explicitly.

C. Grade Level – The grade in which the subject is taught

D. Unit Rationale – Provide 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.

E. Learning Outcomes – describe 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.

F. 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?, etc.

G. List of Sources – All sources consulted in preparation of the unit should be listed. Note: multiple sources are expected. Present a reference page in APA 7 format.

H. List of Materials – List all materials needed to teach the unit that are not readily available to the teacher every day. Be specific!
### J. Learner Differentiation/Explanation of how the unit plan addresses all students’ needs

Demonstrate 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 language learners? Gifted students? Students who excel at group work or at independent time?

### K. Creativity and Innovation

Detail how your unit will include a variety of teaching methods, with specific reference to creative teaching that engages all students. Include discussion of your inclusion of technology in the curriculum and ways to include interdisciplinarity.

#### Assessment Criteria for Learning Task 3

<table>
<thead>
<tr>
<th>Build and deepen understanding</th>
<th>Satisfactory (B-/B)</th>
<th>Good (B+/A-)</th>
<th>Outstanding (A/A+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help develop strong learning tasks that focus students on issues, questions and problems central to the discipline.</td>
<td>Demonstrates a general understanding of curricular outcomes and uses them to deliver instruction</td>
<td>Demonstrates a clear understanding of curricular outcomes and sometimes incorporates them into inquiry-based learning (i.e. project-based, problem-based, or design-based)</td>
<td>Demonstrates an understanding of: i) How students learn, ii) Disciplinary core concepts and connections, and iii) Curricular outcomes. Designs inquiry-based learning tasks that focus student inquiry on issues, questions, and problems central to the discipline.</td>
</tr>
<tr>
<td>Design informed by disciplinary knowledge/Programs of Study</td>
<td>Selects activities that emphasize subject matter acquisition that deal with acquiring information, facts, and formulae.</td>
<td>Designs learning activities that are organized around subject matter. Occasionally brings discipline experts into the classroom to talk about the work they do.</td>
<td>Designs learning experiences that are organized around disciplinary ideas and core concepts. Requires students to make connections between existing and new ideas to build understanding.</td>
</tr>
<tr>
<td>Design informed by disciplinary knowledge/Programs of Study</td>
<td>Designs learning experiences that engage the students in the distinct ways of thinking about and acting in the world that characterize the particular discipline specialization—that is, the ways, embodied in the discipline, of making meaningful connections and building deep understanding.</td>
<td>Designs learning experiences that engage the students in productive collaboration with each other, with the discipline, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to the discipline, to the students, and to the broader community outside of school.</td>
<td></td>
</tr>
</tbody>
</table>

#### Authentic and engaged learning

<table>
<thead>
<tr>
<th>Build and deepen understanding</th>
<th>Satisfactory (B-/B)</th>
<th>Good (B+/A-)</th>
<th>Outstanding (A/A+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help develop strong learning tasks that focus students on issues, questions and problems central to the discipline.</td>
<td>The work students undertake requires them to acquire and recall static, inert facts.</td>
<td>The work students undertake has some connection to the world outside the classroom.</td>
<td>The work students undertake requires them to engage in productive collaboration with each other, with the discipline, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to the discipline, to the students, and to the broader community outside of school.</td>
</tr>
<tr>
<td>Design informed by disciplinary knowledge/Programs of Study</td>
<td>The work students undertake has some connection to the world outside the classroom.</td>
<td>The work students undertake requires them to engage in productive collaboration with each other, with the discipline, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to the discipline, to the students, and to the broader community outside of school.</td>
<td>The work students undertake requires them to engage in productive collaboration with each other, with the discipline, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to the discipline, to the students, and to the broader community outside of school.</td>
</tr>
</tbody>
</table>

#### Assessment Criteria for Learning Task 3

<table>
<thead>
<tr>
<th>Emergent (C or lower)</th>
<th>Satisfactory (B-/B)</th>
<th>Good (B+/A-)</th>
<th>Outstanding (A/A+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build and deepen understanding</td>
<td>Design informed by disciplinary knowledge/Programs of Study</td>
<td>Authentic and engaged learning</td>
<td></td>
</tr>
<tr>
<td>Work fosters deep understanding</td>
<td>The work students undertake builds habits of mind that emphasize group think by requiring a simplistic solution and/or absolute conclusion attributed to an external authority with no consideration of implications.</td>
<td>The work students undertake requires that they demonstrate industrial habits of mind that present conclusions relative to each other, with simplistic solutions, and a cursory examination of implications.</td>
<td>The work students undertake fosters disciplined habits of mind. Students are asked to: i) Formulate plausible solutions, ii) Articulate assumptions, iii) Formulate reasoned judgment and conclusions based on evidence, and iv) Consider implications that reach beyond the immediate situation.</td>
</tr>
</tbody>
</table>

| Balanced assessment | Assessment is exclusively summative (i.e. tests or assignments after learning has occurred). The teacher is unaware of ways to use formative assessment to improve learning or to inform teaching practices. Assessment provides a limited picture of student learning. Teacher relies on one source of assessment data. | Assessment is primarily summative informed by some formative data (i.e. assessment activities built into the learning process). The teacher occasionally uses a formative assessment instrument to improve learning and guide planning decisions. Assessment of learning provides a general picture of student learning and competencies. | Assessment is both summative and formative. The teacher uses a limited number of formative assessments to improve learning and inform instructional decisions. Assessment of learning provides an accurate, defensible picture of student learning and competencies. The teacher uses a variety of assessment data including observations, conversations, and artifacts that provide for a wide range evidences of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings. | Assessment is integral to the learning and woven into the day-to-day fabric of teaching and learning. The teacher uses a wide range of ongoing formative assessments to inform instructional decisions and to improve practice. Assessment of learning provides an accurate, comprehensive, defensible picture of student learning and of student competencies at the time the grade is awarded. Teacher and student work together to determine and gather a variety of assessment data from observations, conversations, and artifacts that provide a rich variety of evidences of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings. |

**WERKLUND SCHOOL OF EDUCATION**

UNDERGRADUATE PROGRAMS IN EDUCATION
### Differentiated learning

Addresses the diversity and range of students’ needs (must include three ways in which your plan addresses the diverse needs of students, one of which must include ELL/L2 strategies or integration).

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Fail to include ELL/L2 strategies related to topic</td>
</tr>
<tr>
<td>2</td>
<td>Fails to include language outcomes</td>
</tr>
<tr>
<td>3</td>
<td>ELL/L2 strategies are ineffective</td>
</tr>
<tr>
<td>4</td>
<td>Includes or designs ELL/L2 strategies related to topic with some understanding</td>
</tr>
<tr>
<td>5</td>
<td>Includes mostly clear language outcomes</td>
</tr>
<tr>
<td>6</td>
<td>ELL/L2 strategies are mostly effective and high-quality</td>
</tr>
<tr>
<td>7</td>
<td>Includes or designs ELL/L2 strategies related to topic with good understanding</td>
</tr>
<tr>
<td>8</td>
<td>Includes clear language outcomes</td>
</tr>
<tr>
<td>9</td>
<td>ELL/L2 strategies are effective and high-quality</td>
</tr>
</tbody>
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**THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK**

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- **The Importance of Attendance and Participation in Every Class**

  As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- **Engagement in Class Discussion and Inquiry**

  Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.
**EXPECTATIONS FOR WRITING**
All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E.

Course Information, E.2: Writing Across the Curriculum: [http://www.ucalgary.ca/pubs/calendar/current/e-2.html](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 prior to the last class.

**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></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-64</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55-59</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>52-54</td>
<td>Minimal pass - Marginal performance</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>
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Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.
Academic Accommodation
It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

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

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