

**EDUC 535.08/535.16 Specialization II – Elementary and Secondary Physical Education**
**Fall 2021**

Section	Class Times	Instructor	Location	Email
S01	MWF 9:30 –10:50	Dr. Michelle Kilborn	On-line	<a href="mailto:michelle.kilborn@ucalgary.ca">michelle.kilborn@ucalgary.ca</a>

**Class Dates:** September 7 – October 29, 2021

**Office Hours:** By appointment

**ZOOM SESSIONS:**

Synchronous online classes will take place within the scheduled MWF 9:30 –10:50 class times. These sessions may be whole class, small group, individual work (or a combination). A schedule will be posted in D2L a week in advance.

**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.

**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 Physical Education and to connect this practice with specific theoretical concepts most relevant to teaching. 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/gym/outdoor 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 of Physical 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.

**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.

**COURSE EXPECTATIONS**

*Please review, carefully, the University of Calgary's Academic Calendar.*

The Calendar describes the program and provides detailed schedules and notices regarding important dates. The Calendar contains information on expectations for student work and professional conduct. In addition, procedures are described regarding student performance in the program. Please pay especially careful attention to details and descriptions regarding:

**Attendance and Participation**

The B.Ed. Program is a professional program. All the experiences in the Program are designed with the expectation that all students will be fully engaged and involved in every class and complete, to the very best of one's capabilities, all coursework. As a member of a learning community, your individual contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. Please have readings or viewings completed before class. We expect that you will not be absent from class except for documented instances of personal or family illness or for religious requirements.

**Engagement in discussion and inquiry**

Attendance and participation in every class involves working cooperatively and collaboratively with fellow students to share experiences, ideas and thinking. Each week you may work with a small team to engage fellow students in discussions on work being considered in class. Also, you will help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group participant and in collaborating with others, please inform your instructor.

*In order to be successful in this course, you are required to finish all the readings prior to class, attend class REGULARLY on time, PARTICIPATE in all discussions and activities, CHECK D2L for information and updates between classes, and COMPLETE all assignments by the due date.*

Please note that recording, sharing, or posting of class photos, activities, notes, or presentations should be done with the knowledge and consent of those people effected (includes all class participants and the course instructor).

**REQUIRED RESOURCES:**

1. McGraw Hill Custom EDUC 535.08/535.16 E-Book. This e-Book will be available for online purchase in mid-August. Details for purchasing will be posted in D2L and sent to you via email.
2. Alberta Education. (2000). *Program of Studies for Physical Education*. Retrieved from: <https://education.alberta.ca/media/160191/phys2000.pdf>
3. Alberta Education (2000). *Physical Education Guide to Implementation*. To access please go to: <https://education.alberta.ca/physical-education/program-supports/everyone/support-documents/?searchMode=3>

4. Alberta Education. (2009). *Framework for Kindergarten to Grade 12 Wellness*. Retrieved from [https://education.alberta.ca/media/160218/framework\\_kto12well.pdf](https://education.alberta.ca/media/160218/framework_kto12well.pdf)
5. Safety Guidelines for Physical Activity: [https://education.alberta.ca/media/160206/sg\\_pa\\_final\\_2014.pdf](https://education.alberta.ca/media/160206/sg_pa_final_2014.pdf)
6. Selected articles and resources below:
  - Byra, M. (2018). Teaching spectrum-style—Part 1. *Health and Physical Education Council Runner* 49(1), 24-31. Retrieved from <https://www.hpec.ab.ca/uploads/files/RUNNER%20Vol49%281%29.pdf>
  - Byra, M. (2019). Teaching spectrum-style—Part 2. *Health and Physical Education Council Runner* 50(1), 15-24. Retrieved from <https://www.hpec.ab.ca/uploads/files/RunnerVol50No1.pdf>
  - Byra, M. (2020). Teaching spectrum-style—Part 2. *Health and Physical Education Council Runner* 51(1), 27-33. Retrieved from <https://www.hpec.ab.ca/uploads/files/RunnerVol51No1-Final.pdf>
  - Cameron, E. (2019). Addressing diversity. In J. Barrett and C. Sciani (Eds.), *Physical and Health Education in Canada: Integrated Approaches for Elementary Teacher*, (pp. 53-60). Champaign: Human Kinetics. ISBN 978-1-4925-2042-9.
  - Card, A. (2017). Physical and health education: An event horizon? *Physical & Health Education Journal*, 83(2), 1-18. Retrieved from <https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/scholarly-journals/physical-health-education-event-horizon/docview/1977739056/se-2?accountid=9838>
  - Casey and Kentel (2014). Diversities in physical education. In D. Robinson and L. Randall (Eds), *Teaching Physical Education Today* (pp. 123-136). Toronto: Thompson Educational. ISBN: 978-1-55077-231-9. **See Leganto for PDF.**
  - Gallagher, K. (2020). *Technology and its impact on physical education*. Master's Thesis, Northwestern College, Iowa. Retrieved from [https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1201&context=education\\_masters#:~:text=Positive%20impacts%20of%20technology%20in%20physical%20education.,-A%202019%20study&text=Their%20findings%20showed%20that%20using,see%20in%20the%20world%20today.](https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1201&context=education_masters#:~:text=Positive%20impacts%20of%20technology%20in%20physical%20education.,-A%202019%20study&text=Their%20findings%20showed%20that%20using,see%20in%20the%20world%20today.)
  - Kalyn, B. (2013). Indigenous knowledge and physical education. In D. Robinson and L. Randall (Eds), *Teaching Physical Education Today* (pp. 153-176). Toronto: Thompson Educational. ISBN: 978-1-55077-231-9. **See Leganto for PDF.**
  - Kilborn, M. (2016). Locating ourselves in curriculum inquiry. In M. Kilborn (2016) *A Curriculum of Wellness: Reconceptualizing Physical Education* (pp. 45-62). New York: Peter Lang. ISBN: 978-1-4331-2997-1. **See Leganto for PDF.**
  - Lorusso, J., Watson, K., Brewer, J., Hubley, M., Lenders, R. and Pickett, M. (2019). Learning to infuse Indigenous content in physical education: A story of growth towards reconciliation. *PHEnex Journal*, 10(2). Retrieved from (open access): <https://ojs.acadiau.ca/index.php/phenex/article/view/1901>
  - Physical and Health Education Canada (2020a). *Return to school 2020: Equity, diversity and inclusion*. Retrieved from <https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/Equity,%20Diversity%20and%20Inclusion.pdf>
  - Physical and Health Education Canada (2020b). *Return to school 2020: Meaningful assessment in physical education*. Retrieved from <https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/Back%20to%20School/Return%20to%20School%202020%20-%20Meaningful%20Assessment%20in%20Physical%20Education.pdf>

Sheppard, J. & Gleddie, D. (2014). Curriculum models. In D. Robinson and L. Randall (Eds), *Teaching Physical Education Today* (pp. 34-46). Toronto: Thompson Educational. ISBN: 978-1-55077-231-9. **See Leganto for PDF.**

Williams, N. (1992). The physical education hall of shame. *Journal of Physical Education, Recreation and Dance*, 63 (6), 57-60. DOI: 10.1080/07303084.1992.10606620  
<https://www.shapeamerica.org/uploads/pdfs/2019/publications/joperd/The-Physical-Education-Hall-of-Shame.pdf>

Williams, N. (1994). The physical education hall of shame, part II. *Journal of Physical Education, Recreation and Dance*, 65 (2), 17-20. DOI: 10.1080/07303084.1994.10606848. **See Leganto for PDF.**

Williams, N. (1996). The physical education hall of shame, part III. *Journal of Physical Education, Recreation and Dance*, 67 (8), 45-48. DOI: 10.1080/07303084.1996.10604838. **See Leganto for PDF.**

Williams, N. (2015). The physical education hall of shame, part IV. *Journal of Physical Education, Recreation and Dance*, 86 (1), 36-39. DOI: 10.1080/07303084.2014.978422. <https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/07303084.2014.978422>

### ADDITIONAL RESOURCES:

Physical and Health Education Canada: <https://phecanada.ca/>

Return to School PHE Guidelines:

- <https://phecanada.ca/activate/return-school-phe-guidelines/wholistic-learning-and-development-guidelines>
- <https://phecanada.ca/activate/return-school-phe-guidelines/physical-education-instruction>

EverActive Schools. <https://everactive.org>

Health and Physical Education Council of the Alberta Teachers Association. <https://www.hpec.ab.ca>

Ontario Physical Education. <https://www.ophea.net>

**Please note: Additional readings will be posted in D2L at appropriate times to address grade level (elementary or secondary) and discipline practicalities.**

### WEEKLY COURSE SCHEDULE SUMMARY:

**Note: a detailed schedule will be posted in D2L a week prior to our first class.**

Week	Topic	Readings	Due Dates/ Reminders
Week 1: Sept 8-10	<ul style="list-style-type: none"> <li>• What does it <i>really</i> mean to design and teach a quality physical education program?</li> </ul>	<ul style="list-style-type: none"> <li>• E-book: Chapter 1</li> <li>• Physical Education Program of Studies</li> <li>• Card (2017)</li> </ul>	
Week 2: Sept 13-17	<ul style="list-style-type: none"> <li>• Designing learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Kilborn (2016)</li> <li>• E-book: Chapter 3 &amp; 4</li> </ul>	
Week 3: Sept 20-24	<ul style="list-style-type: none"> <li>• Content analysis &amp; development</li> <li>• Introduction to planning</li> </ul>	<ul style="list-style-type: none"> <li>• E-book: Chapter 5</li> <li>• Guide to Implementation (pp. 35-46)</li> </ul>	LT#1 reflection post Sept 19 by midnight LT#2: post digital

			folder by Sept 27
Week 4: Sept 27 – Oct 1	<ul style="list-style-type: none"> <li>• Learning Task 2 Webinar Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• See D2L (as posted by each group)</li> </ul>	LT#1 reflection post Sept 26 by midnight LT#2 Group presentations (sign up for date/time)
Week 5: Oct 4-8	<ul style="list-style-type: none"> <li>• Planning for quality instruction</li> <li>• Positive learning environments</li> <li>• Teaching Styles/Curriculum Models</li> </ul>	<ul style="list-style-type: none"> <li>• Williams – PE Hall of Shame articles (4)</li> <li>• E-book: Chapter 7</li> <li>• Byra 2018, 2019</li> <li>• Sheppard &amp; Gleddie (2014)</li> </ul>	LT#1 reflection post Oct 3 by midnight
Week 6: Oct 11-15	<ul style="list-style-type: none"> <li>• Assessment &amp; evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Guide to implementation (pp. 47-57)</li> <li>• Physical and Health Education Canada (2020b)</li> <li>• Safety Guidelines Resource, pp. 1-35</li> </ul>	LT#1 reflection post Oct 12 by midnight
Week 7: Oct 18-22	<ul style="list-style-type: none"> <li>• Socio-cultural perspectives in physical education</li> </ul>	<ul style="list-style-type: none"> <li>• Physical and Health Education Canada (2020a).</li> <li>• Cameron (2016)</li> <li>• Casey &amp; Kentel (2014)</li> <li>• Kalyn (2014)</li> <li>• Lorusso et al. (2019)</li> </ul>	LT#1 reflection post Oct 17 by midnight LT#2 Unit Plan: Due Oct. 22
Week 8: Oct 25-29	<ul style="list-style-type: none"> <li>• Technology in physical education</li> <li>• Professional learning communities in physical education</li> </ul>	<ul style="list-style-type: none"> <li>• Gallagher (2020)</li> <li>• E-book: Graham Ch. 13</li> </ul>	LT#1 reflection post Oct 24 by midnight LT#1 Final W: Due Oct 29

**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 OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE
#1	Reflection and Course Engagement Due: Part A–Weekly throughout the semester: Part B–Oct 29th	30%
#2	Group Inquiry Project & Presentation Due Sept 27 <sup>th</sup> before start of class	30%
#3	Unit Plan Due Oct 21st	40%

## LEARNING TASKS AND ASSESSMENT PLANS

### Learning Task 1: Reflection and Course Engagement (30%)

The purpose of this assignment is to prompt a thoughtful reflection of your overall course learnings and evolving understanding of curriculum and pedagogy in health and physical education.

#### *Part A: Weekly Posts and Studio Group Discussions*

Each week you will be reading or viewing materials on various topics as presented in class and assigned readings. Once per week during a designated Zoom session (see course schedule), you will discuss the previous week's material within your assigned studio group. Each week, you must post to your group, a short individual reflection of the previous week's readings/discussion— a short summary of key ideas, insights, connections you had when engaging with class material (suggested guiding questions will be provided by your instructor and posted on D2L). This must be posted by midnight the night before the studio group discussion session. During the studio group discussion, one person will be tasked with taking notes of the discussion with enough detail for someone who didn't attend to understand what was said. Please post these notes by end of the week. Every group member is expected to take part in these conversations, to come to the group with the materials read, and to contribute to meaningful dialogue of the week's topics/issues.

Note: It is strongly suggested that you read the summary notes for each group as this will provide other perspectives that you and your own group members may not have thought of.

#### *Part B: Organize in the following way:*

1. At the end of the semester, you will submit a synthesized statement (maximum 800 words) that tells the “story” of your reflections, evolution of thoughts throughout the course and engagement within your group. This statement should meaningfully discuss your learning in relation to the course materials and group discussions. It is a synthesis of all your weekly reflections and interpretations. It is intended to give you the opportunity to formally reflect on the significance of the course to your journey in being and becoming a physical educator, your views about physical education, and how it may or may not facilitated movement of your ideas about current issues/trends in physical education. It should also address how your conceptualization of teaching health and physical education changed, adapted, or reinforced through this course. You should return to both your group's discussion notes and the reading themselves in order to note concepts or insights that were particularly important to your learning.
2. Provide a one-page assessment of your participation within the studio groups. How deeply did you engage with the course materials? Did you read and view all materials carefully before meeting? Did you consider and respond to your groupmates' ideas thoughtfully? How did you contribute to building a learning community? What might you have done differently?
3. Give yourself a grade based on your engagement with the course materials (including both reading/view them and responding to them), your contribution to the studio group's learning community, and your reflective essay. Keep in mind the criteria listed below.

#### *Criteria for Assessment of Learning Task 1*

*(A rubric based on these criteria will be available in D2L and can be used as part of your self-assessment)*

- Careful and thorough reading and viewing of all course materials
- Deep engagement with course concepts and terminology
- Constructive and thoughtful responses to group members that work towards building a strong and supportive learning community
- A final written submission that is complete and discusses your learning and your participation in the studio group in meaningful ways

**Learning Task 2: Group Inquiry Project & Presentation (30%)****Due: September 27, 2021 (before the start of class)**

For this assignment, students will develop a topic of inquiry/key question to be explored within health and physical education. This question should emerge from class discussion and readings and should be connected to the development of your final longer-term unit plan. This inquiry project should help you progress towards the unit plan through investigation of a related component. You will be assigned to a group within D2L and together this group will investigate this topic through research into resources within the discipline and through group discussion of personal experiences and observations. Findings of the inquiry project will be shared electronically via a digital folder and presented to the class prior to the webinar presentation. The digital folder should be uploaded to D2L on the due date and can include text, visuals, media, and links. Be creative and pragmatic in the development of this folder – consider the usefulness and relevance of the information and resources for the class. The total time of the webinar will be 30 minutes (20 min presentation/10 min class discussion facilitated by group members).

***Required elements of this project include:***

1. Overarching question of inquiry
2. Text, oral and visual presentation of findings/responses, as well as questions and concerns that remain.
3. List of resources used in the project completion and ways to find them. (This should be presented as a reference page using proper APA 7 format).

***Grading Criteria for Learning Task 2******(A more detailed rubric will be provided in class and on D2L).***

Inquiry projects will be assessed on the following criteria. Please note that a detailed rubric will be presented during class time and on D2L

1. Quality and meaningfulness of research question and resources used in investigation
  - Clarity of presentation of the inquiry question
  - Fullness of rationale for the question
  - Meaningfulness to pre-service teachers within the discipline
  - Significance and relevance of resources; correct citation
2. Overall Presentation of findings
  - Organization, clarity, and succinctness of digital folder
  - Specificity of references made to resources
  - Strength of summary of findings
  - Effectiveness of visuals in depicting issues raised in inquiry
  - Clear, relevant, and striking use of visuals and/or technology and media
  - Connectedness between inquiry question, supporting text, and use of visual content
3. Mini-Webinar Presentation
  - All members of the group should participate in the presentation of inquiry findings. The dates and times for each presentation are listed in the daily class activities.
  - 2-3 well-formulated discussion questions
  - Expertly guided dialogue with your peers

Your presentation must stay within the time limit, and start on time.

**Learning Task 3: Design a Unit and Assessment Plan: Individual submission (40%)****Due: October 22,**<sup>2020</sup>

For this assignment, students will work individually to design a unit learning plan, illustrative of key aspects of theory introduced in the course. The learning design and the theoretical framework should contain all the elements listed below.

1. Designing a unit-plan for teaching and assessment of learning in order to sponsor deep and rich understandings of a key disciplinary concept and/or competency as listed as the ABCD's in the Physical Education Program of Studies;
2. Including a running, annotated rationale for the learning, teaching, and assessment plan, as supported by theory and the discipline; and
3. Discussing practicalities of enacting this learning, teaching, and assessment plan: that is:
  - Your unit plan should contain a minimum of six distinct, cohesive daily lesson plans that address your key objective that are appropriate for your chosen grade level. Each lesson plan should contain annotated descriptions and rationale for your chosen activities.
  - Your unit plan must contain daily formative assessment strategies that align with your stated objectives, and a single unit summative assessment and rationale. Your assessment plans should reflect a balance of performativity and competence outcomes and contain annotated reflections on your choices.
  - Your daily lesson plans need to address adaptive strategies to meet the needs of diverse learners (further details will be provided in class and D2L).

***Grading Criteria for Learning Task 3***

***(A more detailed rubric will be provided in class and on D2L).***

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 – 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 plans, 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. What teaching styles will you use? 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.
11. Key Instructional Practices Procedures – Details about the main methods for teaching through the unit.

### THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

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

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

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

### LATE ASSIGNMENTS

**It is strongly recommended that students complete and submit each assignment on or before the day it is due.** Late work will be accepted without penalty only if special arrangements are made with the instructor prior to the assignment 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. Students must pass each assignment in order to successfully complete the course

### 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>

### 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**

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](http://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>

#### **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 Kyle Corry, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Dwani Joshi, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).