

EDUC 525: Ethics and Law in Education
Fall, 2024

We would like to acknowledge that we are on the traditional territories of the people of the Treaty 7 Region of southern Alberta, which include the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations, the Tsuut'ina First Nations, and the Stoney Nakoda, including the Chiniki, Bearspaw, and Goodstoney First Nations. The City of Calgary is also home to Metis Nation of Alberta, District 5 and 6.

Class Dates: Tuesday and Thursdays, September 3 – October 25, 2024, from 8:00-10:20 am

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. Please note I will respond to student emails during the regular workday (8:00 am-4:00 pm) within a reasonable time, and emails sent on the weekend will not be addressed until Monday morning unless marked URGENT.

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

COURSE DESCRIPTION:

EDUC 525 introduces the historical genesis and institutional structure of Alberta's system of education and its legal underpinnings. Through a case study approach to instruction, students examine the ethical and legal responsibilities of teachers in Alberta. Throughout the course, students are afforded the opportunity to engage in dialogue and ethical decision-making in relation to past and contemporary issues in education.

LEARNER OUTCOMES:

Students will be knowledgeable about:

1. The historical background of schooling in Canada and Alberta.
2. The legal rights and responsibilities of student teachers, teachers, students, and parents.
3. Schools of ethical thought as they relate to professional decision-making.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

REQUIRED READINGS:

- Donlevy, J. K., Gereluk, D., & Brandon, J. (2018). Trigger warnings, freedom of speech, and academic freedom in higher education. *Education Law Journal*, 28(1), 1–41.
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2171142737
- Forster, D. & Maxwell, B. (2022). Using codes of professional ethics and conduct in teacher education: Pitfalls and best practice. In Eaton, S.E., Khan, Z.R. (Eds.), *Ethics and Integrity in Teacher Education* (vol. 3, 25-42). Springer.
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3515473&site=ehost-live&ebv=EB&ppid=pp_25
- Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. *California Management Review*, 61(4), 5-14. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0008125619864925>
- Kendrick, A.H. & Scott, D. (2023). Professional ethics and law in Canadian education with Drs. Dianne Gereluk and Bruce Maxwell. *Ethics and Law in Education*.
https://voiced.ca/podcast_episode_post/professional-ethics-and-law-in-canadian-education-with-drs-dianne-gereluk-and-bruce-maxwell/
- Kendrick, A.H. & Scott, D. (2021). Time out with Matt and Melissa: Dr. Sarah Eaton. *Ed Students in Conversation Podcast Series*. https://voiced.ca/podcast_episode_post/ep-3-time-out-with-matt-and-melissa-academic-integrity-with-dr-sarah-eaton/
- Learning Disabilities Association of Ontario. (2013). *Educational implications of Supreme Court ruling on Moore case*. <https://www.ldao.ca/educational-implications-of-recent-supreme-court-ruling/>
- Markkula Center for Applied Ethics (2021). A framework for ethical decision making.
<https://www.scu.edu/ethics/ethics-resources/a-framework-for-ethical-decision-making/>
- Marthur, S.R. & Corley, K. M. (2014). Bringing ethics into the classroom: Making a case for frameworks, multiple perspectives and narrative sharing. *International Education Studies* 7(9), 136-147.
<https://files.eric.ed.gov/fulltext/EJ1070987.pdf>
- Maxwell, B., Gereluk, D., & Martin, C. (2022). Teaching, a profession? In *Professional Ethics and Law in Education* (19-35). Canadian Scholars. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=30257776&ppg=35>
- Maxwell, B., Gereluk, D., & Martin, C. (2022). *Professional ethics and law in education: A Canadian guidebook*. Canadian Scholars. https://canadianscholars.ca/book/professional-ethics-and-law-in-education/Chapter_3 <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=30257776&ppg=53>
- Maxwell, B. (2018). When teachers' off-duty creative pursuits conflict with role model expectations: A critical analysis of Shewan. *Interchange* 49, 161–178. <https://link-springer->

com.ezproxy.lib.ucalgary.ca/article/10.1007/s10780-018-9320-y

Ontario Justice Education Network. (n.d.). Landmark case: Sniffer dogs, school searches, and the charter. R. v. A.M. <https://ojen.ca/wp-content/uploads/A.M.-English.pdf>

Tomlinson, J. McGlashan, R., Aubin, K., Edwards D., & Berhane, S. (2013). *Kids may be kids, but adults oversee: The liability of adult supervisors for child injuries*.

<https://mccagueborlack.com/uploads/articles/149/liability-child-injuries.pdf?1382629874>

RELEVANT LEGISLATION:

Alberta Education. (2023). *Code of Professional Conduct*. <https://open.alberta.ca/dataset/9aae1037-3259-4bc6-a216-808238bcb913/resource/32eac3a3-b479-41b5-a59e-faadf8a22d62/download/educ-code-of-professional-conduct-for-teachers-and-teacher-leaders.pdf>

Alberta Education. (2023). *Teaching quality standard*. <https://open.alberta.ca/publications/teaching-quality-standard>

Calgary Board of Education. (2023). *Academic integrity*. <https://cbelearn.cbe.ab.ca/academic-integrity>

Calgary Board of Education. (2024). *Collective Agreement between the Calgary School Division and the Alberta Teachers' Association*. <https://cbe.ab.ca/careers/Documents/Collective-Agreement-CBE-ATA.pdf>

Government of Canada. (2022). *Guide to the Canadian Charter of Rights and Freedoms*.

<https://www.canada.ca/en/canadian-heritage/services/how-rights-protected/guide-canadian-charter-rights-freedoms.html>

Province of Alberta. (2012). *Education act*. Alberta King's Printer. <https://kings-printer.alberta.ca/documents/Acts/e00p3.pdf>

Province of Alberta. (2000). *Teaching profession act*. Alberta King's Printer. <https://kings-printer.alberta.ca/documents/acts/t02.pdf>

Province of Alberta. (2023). *Occupational health and safety act*. <https://open.alberta.ca/publications/o02p2>

SUPPLEMENTAL READINGS:

Battiste, M. (1998). Enabling the autumn seed: Toward a decolonized approach to Aboriginal knowledge, language, and education. *Canadian Journal of Native Education*, 22(1), 16–27.

<https://ezproxy.lib.ucalgary.ca/login?url=https://www.proquest.com/scholarly-journals/enabling-autumn-seed-toward-decolonized-approach/docview/230302956/se-2?accountid=9838>

Bora Laskin Law Library. (2023). *Step 2: Primary sources of law: Canadian case law*.

<https://library.law.utoronto.ca/step-2-primary-sources-law-canadian-case-law-0>

Chopra et al., (n.d.). *Joint statement of enforcement efforts against discrimination and bias in automated systems*. https://www.ftc.gov/system/files/ftc_gov/pdf/EEOC-CRT-FTC-CFPB-AI-Joint-Statement%28final%29.pdf

Council of Ministers of Education. (n.d). Fair Dealing Decision Tool.

<https://www.fairdealingdecisiontool.ca/>

Eaton, S.E. & Khan, Z.R. (2022). *Ethics and integrity in teacher education*. Springer.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3515473&site=ehost-live>

Gilliss, G., et al. (2012). *Teaching profession*. The Canadian Encyclopedia.

<https://www.thecanadianencyclopedia.ca/en/article/teaching-profession>

Historica Canada. (2023). *History of education in Canada*. The Canadian Encyclopedia.

<https://www.thecanadianencyclopedia.ca/en/article/history-of-education>

Noel, W. & Snel, J. (2016). *Copyright matters! Some key questions and answers for teachers* (4th ed.).

http://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf

Richardson, J. (2005). *And tango makes three*. Simon & Schuster Books for Young Readers.

The Alberta Teachers' Association. (2005). *The early history of the Teachers' Association*.

<https://shorturl.at/xzANV>

SELECTED CASE STUDIES:

- Appeal Court of Alberta (1997). *Grande Yellowhead Regional School Division v. Leeson*.
<https://www.canlii.org/en/ab/abca/doc/1997/1997abca392/1997abca392.html>
- CBC News. (2001, March 20). *CBE releases report of fatal trip*. <https://www.cbc.ca/news/canada/cbe-releases-report-of-fatal-trip-1.267015>
- Court of Appeal for British Columbia. (2005). *School District No. 44 (North Vancouver) v. Jubran*.
<https://www.canlii.org/en/bc/bcca/doc/2005/2005bcca201/2005bcca201.html>
- Court of Appeal of Alberta. (2016). *Edmonton School District No. 7 v. Dorval, 2016 ABCA 8 (CanLII)*.
<https://www.canlii.org/en/ab/abca/doc/2016/2016abca8/2016abca8.html?resultIndex=1>
- Court of King's Bench of Alberta. (1993). *Bain v. Calgary Board of Education, 1993 CanLII 7301*.
<http://www.canlii.org/en/ab/abqb/doc/1993/1993canlii7301/1993canlii7301.html>
- Court of King's Bench of Alberta. (1987). *Casagrande v. Hinton Roman Catholic Separate School District No. 155, 1987 CanLII 3358 (AB KB)*. <https://canlii.ca/t/28lfk>
- Court of King's Bench of Alberta. (2015). *Elkow v. Sana, 2015 ABQB 803 (CanLII)*. <https://canlii.ca/t/gmnjt>
- Court of King's Bench of Alberta. (1984). *R. v. Keegstra, 1984 CanLII 1313 (AB KB)*. <https://canlii.ca/t/2bnwz>
- Fawcett, M. (2019, December 2019). Jason Kenney's 'triggered' culture reaches Alberta students. *Maclean's*.
<https://macleans.ca/opinion/jason-kenneys-trigger-culture-reaches-alberta-students/>
- Fleming, K. (2023, February 1). *Strathcona-Tweedsmuir School honours 7 students killed in 2003 avalanche*.
CTV News. <https://calgary.ctvnews.ca/strathcona-tweedsmuir-school-honours-7-students-killed-in-2003-avalanche-1.6255669>
- MacVicar, A. (2022, March 28). *Alberta Teachers' Association concerned over potential removal of teacher disciplinary process*. *Global News*. <https://shorturl.at/apCI6>
- Ontario College of Teachers v Gow, 2014 ONOCT 44 (CanLII). <https://canlii.ca/t/gv9rm>
- Provincial Court of Alberta. *HRM v. Fevry*. <https://canlii.ca/t/h2qf7>
- Right to Education Project. (2017). *Case law summary: Moore vs. British Columbia (Education)*.
https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_Moore_v_British_Columbia_2017_En.pdf
- Supreme Court of British Columbia. (1986). *Abbotsford Sch. Dist. 34 (Bd. of School Trustees) v. Shewan, 1986 CanLII 879 (BC SC)*. <https://www.canlii.org/en/bc/bcsc/doc/1986/1986canlii879/1986canlii879.html>
- Supreme Court of British Columbia. (2020). *Servatius v Alberni School District No. 70, 2020 BCSC 15 (CanLII)*. <https://www.canlii.org/en/bc/bcsc/doc/2020/2020bcsc15/2020bcsc15.html>
- Supreme Court of Canada. (2020). *Conseil scolaire francophone de la Colombie-Britannique v. British Columbia, 2020 SCC 13 (CanLII), [2020] 1 SCR 678*.
<https://www.canlii.org/en/ca/scc/doc/2020/2020scc13/2020scc13.html>
- Supreme Court of Canada. (1968). *McKay et al. v. Board of Govan School Unit No. 29*.
<http://www.canlii.org/en/ca/scc/doc/1968/1968canlii76/1968canlii76.html>
- Supreme Court of Canada. (1998). *R. v. M. (M.R.), 1998 CanLII 770*.
<http://www.canlii.org/en/ca/scc/doc/1998/1998canlii770/1998canlii770.html>
- Supreme Court of Canada. (1987). *Reference re Bill 30, An Act to Amend the Education Act (Ont.)*.
<https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/228/index.do>
- Supreme Court of Canada. (1996). *Ross v. New Brunswick School District No. 15, 1 SCR 825*. <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/1367/index.do>
- Supreme Court of Canada. (2012). *S.L. v. Commission scolaire des Chênes, 2012 SCC 7 (CanLII), [2012] 1 SCR 235*. <https://www.canlii.org/en/ca/scc/doc/2012/2012scc7/2012scc7.html>
- Supreme Court of Canada. (2013). *Saskatchewan (Human Rights Commission) v. Whatcott, 2013 SCC 11*.
<https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/12876/index.do>
- The Alberta Teachers' Association. (2005). *A duty to protect: Creating safe places for gay and lesbian students*.
<https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2039/Number%2017/In%20the%20News/Pages/A%20duty%20to%20protect.aspx>

- The Alberta Teachers' Association. (2019, September 24). *Pitfalls and precautions: Be careful what you share from your personal life: Pitfalls and precautions*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol54/Number-7/Pages/Pitfalls-and-Precautions.aspx>
- The Alberta Teachers' Association. (2010, January 26). *Pitfalls and precautions: Attending convention is a teachers' professional responsibility*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2044%202009-10/Number%2010/In%20the%20News/Pages/PitfallsandPrecautions.aspx>
- The Alberta Teachers' Association. (2016, October 11). *Pitfalls and precautions: Teachers acting as concerned parents must adhere to conduct code*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number4/Pages/Pitfalls-and-precautions.aspx>
- The Alberta Teachers' Association. (2019, March 20). *Pitfalls and precautions: Physical contact with students always problematic*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol53/Number-10/Pages/Pitfalls-and-Precautions.aspx>
- The Alberta Teachers' Association. (2017, May 16). *Pitfalls and precautions: Profession has no tolerance for undermining colleagues*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number-17/Pages/Pitfalls-and-Precaution-Profession-has-no-tolerance-for-undermining-colleagues.aspx>
- The Alberta Teacher's Association (2023, April 4). *ATA News: New discipline process puts ATA in your corner*. <https://teachers.ab.ca/news/new-discipline-process-puts-ata-your-corner>

ADDITIONAL RESOURCES:

- Maxwell, B, Gereluk, D, & Martin, C. (2022). *Professional ethics and law in education: A Canadian guidebook*. Canadian Scholars. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=30257776>
- Eaton, S.E. & Khan, Z.R. (2022). *Ethics and integrity in teacher education*. Springer. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3515473&site=ehost-live>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Task 1	<p><i>Part I – Research a Legal Case:</i> Working in groups of three, students research a seminal legal case in the field of education using a case analysis framework.</p> <p><i>Part II – Discussion Facilitation and Synthesis:</i> Each group of three leads a 40-minute small group discussion on their case and then submits a synthesis of the discussion.</p>	Group	50%	Group 1: Sept. 24 Group 2: Oct. 10 Group 3: Oct. 22

Task 2	Throughout the course, you will be required to create academic responses/visual representation of your reflections, connections to course content and case examples. There will be two responses required of you to be posted to the Discovery Board- Course Discussion Board.	Individual	30% two responses)	Response #1: Sept. 19 Response #2: Oct. 3
Task 3	Philosophy Exploration and Statement- Ethical Decision Making and Professional Growth (What does this all mean to me and my practice?)	Individual	20%	October 24

WEEKLY COURSE SCHEDULE:

Dates & Guiding Questions	Resources and Required Readings	Activities and Due Dates
September 3 (Class 1) <i>How has the nature of the teaching profession in Alberta evolved and changed over time?</i> <i>How did the contemporary educational landscape in Alberta come into being?</i> <i>What are the legal and</i>	<p><i>Moment 1(a): Historical Context of Teaching in Alberta — The Struggle for Professional Recognition</i></p> <p>Supplementary Readings:</p> <ul style="list-style-type: none"> Gilliss, et al. (2012). <i>Teaching profession</i>. The Canadian Encyclopedia. The Alberta Teachers' Association. (2005). <i>The early history of the Teachers' Association</i>. <p>Relevant Legislation:</p> <ul style="list-style-type: none"> Alberta Government. (2023). <i>Teaching profession act</i>. (Sections 1-4) <p>Case Studies explored in class:</p> <ul style="list-style-type: none"> <i>Case 1 – Portrait of a rural teacher, 1928</i> <i>Case 2 – Rules for teachers, 1915</i> <p><i>Moment 1(b): Historical Context of Teaching in Alberta — The Shaping of the Contemporary Educational Landscape</i></p> <p>Relevant Legislation:</p> <ul style="list-style-type: none"> Province of Alberta. (2012). <i>Education act</i>. (Preamble) Government of Canada. (2022). <i>Guide to the Canadian Charter of Rights and Freedoms</i>. <p>Case Studies explored in class:</p> <ul style="list-style-type: none"> <i>Case 1 – Minority language rights: Supreme Court of Canada. (2020). Conseil scolaire francophone de la Colombie-Britannique v. British Columbia</i> 	Course introduction Critically examining life conditions and early codes of conduct for teachers Lecture on the evolution of the teaching profession in Canada and Alberta Lecture on the different kinds of schools in Alberta as outlined in the Education Act. Modelling the LT1 case study

<p><i>ethical implications of teaching in different educational contexts in Alberta?</i></p>	<ul style="list-style-type: none"> • <i>Case 2 – Rights protecting certain schools preserved: Supreme Court of Canada. (1987). Reference re Bill 30, An Act to Amend the Education Act (Ont.)</i> • <i>Case 3 – Individual right to equality (S. 15) vs. rights protecting certain schools preserved (S. 29): Court of King’s Bench of Alberta. (1987). Casagrande v. Hinton Roman Catholic Separate School District No. 155</i> 	<p>analysis framework</p> <p>Class discussion and deliberation on assorted case studies</p>
<p>September 5 (Class 2)</p> <p><i>What criteria should be employed to determine the extent to which teaching should be considered a profession?</i></p> <p><i>To what extent is teaching really a profession?</i></p> <p><i>What are teachers’ ethical and legal responsibilities in relation to their conduct with students, parents, and the teaching profession itself?</i></p>	<p><i>Moment 2(a): The Teaching Profession – Contemporary Realities and Challenges</i></p> <p>Required readings:</p> <ul style="list-style-type: none"> • Maxwell et al. (2022). Teaching, a profession? In <i>Professional Ethics and Law in Education</i> (19-35). Canadian Scholars. (Posted on D2L). • Forster, D. & Maxwell, B. (2022). Using codes of professional ethics and conduct in teacher education: Pitfalls and best practice. <p>Relevant Legislation:</p> <ul style="list-style-type: none"> • Alberta Education. (2023). <i>Teaching quality standard</i>. • Province of Alberta. (2012). <i>Education act</i>. (Preamble) <p>Case Studies explored in class:</p> <ul style="list-style-type: none"> • <i>Case 1 – Teacher autonomy: Court of Appeal of Alberta. (2016). Edmonton School District No. 7 v. Dorval, 2016 ABCA 8 (CanLII).</i> • <i>Case 2 – Professional self-determination: MacVicar, A. (2022, March 28). Alberta Teachers’ Association concerned over potential removal of teacher disciplinary process. Global News.</i> <p><i>Moment 2(b): The Teaching Profession – Professional Conduct</i></p> <p>Required reading:</p> <ul style="list-style-type: none"> • Mathur, S. & Corley, K. (2014). Bringing ethics into the classroom: Making a case for frameworks, multiple perspectives and narrative sharing. <p>Relevant Legislation:</p> <ul style="list-style-type: none"> • Alberta Education. (2023). <i>Code of Professional Conduct</i>. (Sect. 1-4) <p>Case Studies explored in class:</p> <ul style="list-style-type: none"> • <i>Case 1 – Professional conduct in relation to students: The Alberta Teachers’ Association. (2019, September 24). Be careful what you share from your personal life: Pitfalls and precautions.</i> • <i>Case 2 – Professional conduct in relation to maintaining the dignity of the profession: The Alberta Teachers’ Association (2010, January 26). Attending convention is a teacher’s professional responsibility.</i> • <i>Case 3 – Professional conduct in relation to parents of students: The Alberta Teachers’ Association (2016, October 11). Teachers acting as concerned parents must adhere to conduct code.</i> 	<p>Form groups of three and groupings for LT1</p> <p>Discussion on whether teaching meets criteria of a profession</p> <p>Introduction to differing ethical frameworks as outlined by Mathur and Corley</p> <p>Familiarizing ourselves with Sections 1-4 of the Alberta Code of Professional Conduct</p> <p>Examining case studies through the lens of the Alberta Code of Professional Conduct and distinct ethical frameworks</p>

<p>September 10 (Class 3)</p> <p><i>How are teacher disciplinary matters handled in Alberta?</i></p>	<p>Time to discuss LT#1 and LT#2</p> <p><i>Moment 2(b) continued</i></p> <p>Guest lecture- TBD - Freedom of Expression and Conduct – Rights and Limits Outside the Classroom (will revisit the content in a week)</p>	<p>Responding to real life disciplinary scenarios</p>
<p>September 12 (Class 4)</p> <p><i>What rights and responsibilities do teachers have in relation to discussions of sensitive and controversial topics in the classroom?</i></p>	<p><i>Moment 3(a): Freedom of Expression and Conduct – Rights and Limits in the Classroom</i></p> <p>Required Reading:</p> <ul style="list-style-type: none"> Donlevy, Gereluk, D., & Brandon, J. (2018). Trigger warnings, freedom of speech, and academic freedom (<i>Read pp. 2-6, p. 26 on the Oakes Test, and pp. 36-41</i>) <p>Relevant Legislation:</p> <ul style="list-style-type: none"> Alberta Education. (2023). <i>Code of Professional Conduct</i>. (Definitions) <p>Case Studies explored in class:</p> <ul style="list-style-type: none"> <i>Case 1 – Definitions of “ideological advantage”</i>: Fawcett, M. (2019, December 2019). Jason Kenney's 'triggered' culture reaches Alberta students <i>Case 2 – Limits to teachers' freedom of expression</i>: Court of King's Bench of Alberta. (1984). <i>R. v. Keegstra, 1984 CanLII</i> 	<p>Discussion around the use of trigger warnings and safe spaces when discussing sensitive topics</p> <p>Examination of recent case studies related to freedom of expression in the classroom</p>
<p>September 17 (Class 5)</p> <p><i>What rights and responsibilities do teachers have in relation to their conduct outside of school time?</i></p>	<p><i>Moment 3(b): Freedom of Expression and Conduct – Rights and Limits Outside the Classroom</i></p> <p>TBD- Guest lecture by a representative of the Alberta Teachers Association</p> <p>Case Studies explored in class:</p> <ul style="list-style-type: none"> <i>Case 1 — Teachers' freedom of expression</i>: Supreme Court of British Columbia. (1986). <i>Abbotsford Sch. Dist. 34 (Bd. of School Trustees) v. Shewan, 1986 CanLII 879 (BC SC)</i> <i>Case 2 — Teachers and social media use</i> 	<p>Discussion and dialogue on the rights and limits of teachers' conduct outside the classroom</p>
<p>September 19 (Class 6)</p> <p><i>What historic cases have shaped the rights and responsibilities of teachers in relation to</i></p>	<p><i>Moment 3(b) continued</i></p> <p>Required reading:</p> <ul style="list-style-type: none"> Maxwell, B. (2018). When teachers' off-duty creative pursuits conflict with role model expectations: A critical analysis of Shewan. <p>Relevant Legislation:</p> <ul style="list-style-type: none"> Alberta Education. (2023). <i>Teaching quality standard</i>. Alberta Education. (2023). <i>Code of Professional Conduct</i>. 	<p>LT#2 – Response #1 Due</p> <p>Examination of historic and contemporary case studies</p>

<p><i>their conduct outside of school time?</i></p>	<p>Case Studies explored in class:</p> <ul style="list-style-type: none"> • <i>Case 1 – Teachers’ freedom of expression:</i> Supreme Court of British Columbia. (1986). <i>Abbotsford Sch. Dist. 34 (Bd. of School Trustees) v. Shewan, 1986 CanLII 879 (BC SC)</i> • <i>Case 2 – Parents’ freedom of expression:</i> Court of King’s Bench of Alberta. (2015). <i>Elkow v. Sana, 2015 ABQB 803 (CanLII).</i> 	
<p>September 24 (Class 7)</p>	<p>First LT1 Facilitation (one hour)</p> <p>Review of Moment 3 through the lens of varying scenarios</p> <p>Guest Speaker-Richard Svoboda- ATA- Code of Conduct and Discipline</p>	<p>First LT1 Discussion Facilitation on <i>Ross v. New Brunswick School District No. 15.</i></p>
<p>September 26 (Class 8)</p> <p><i>What are the responsibilities of teachers for ensuring the physical and psychological safety of their students?</i></p>	<p><i>Moment 4(a): Creating Safe and Caring School Environments – Physical and Psychological Considerations</i></p> <p>Required reading:</p> <ul style="list-style-type: none"> • Kendrick, A.H. & Scott, D. (2023). Professional ethics and law in Canadian education with Drs. Dianne Gereluk and Bruce Maxwell. <p>Relevant Legislation:</p> <ul style="list-style-type: none"> • Alberta Education. (2023). <i>Teaching quality standard</i> • Province of Alberta. (2023). <i>Occupational health and safety act</i> <p>Supplementary Reading:</p> <ul style="list-style-type: none"> • Fleming, K. (2023, February 1). Strathcona-Tweedsmuir School honours 7 students killed in 2003 avalanche. <i>CTV News.</i> <p>Case Studies explored in class:</p> <ul style="list-style-type: none"> • <i>Case 1 – Teacher responsibility for the physical safety of students:</i> Court of King’s Bench of Alberta. (1993). <i>Bain v. Calgary Board of Education, 1993 CanLII 7301</i> • <i>Case 2 – School leaders rights for fostering safe schools:</i> Supreme Court of Canada. (1998). <i>R. v. M. (M.R.), 1998 CanLII</i> • <i>Case 3 – Teacher responsibilities for fostering a positive workplace culture:</i> The Alberta Teachers’ Association. (2017, May 16). <i>Pitfalls and precautions: Profession has no tolerance for undermining colleagues</i> 	<p>Examination of the legal definitions of safety, care, and duty of care</p> <p>Lecture on precedents that have led to the contemporary legislation that exists today</p> <p>Examination of historic and recent case studies</p>
<p>October 1 (Class 9)</p>	<p>Time to work on LT#2 Response #2</p> <p>Guest Lecture – Kirk Linton- Education Manager and Administrator- Calgary Catholic School District- Safe and Caring Learning Environments</p> <p><i>Moment 4(a) continued</i></p>	
<p>October 3 (Class 10)</p> <p><i>What responsibilities do teachers have in</i></p>	<p><i>Moment 4(b): Creating Safe and Caring School Environments – Professional and Respectful Relationships</i></p> <p>Relevant Legislation:</p> <ul style="list-style-type: none"> • Alberta Education. (2023). <i>Teaching quality standard</i> • Alberta Education. (2023). <i>Code of Professional Conduct.</i> 	<p>LT#2- Response #2 Due</p>

<p>relation to fostering professional and respectful relationships with their students?</p>	<p>Case studies explored in class:</p> <ul style="list-style-type: none"> Case 1 – Teacher-student relations (classroom management): Provincial Court of Alberta. <i>HRM v. Fevry</i>. Case 2 – Teacher-student relations (physical contact): The Alberta Teachers’ Association. (2019, March 20). Pitfalls and precautions: Physical contact with students always problematic. 	<p>Work through various real life scenarios</p>
<p>October 8 (Class 11)</p> <p>How can teachers foster safe and caring school and classroom environments for LGBTQ+ students?</p>	<p>Moment 4(c). Creating Safe and Caring School Environments – Inclusion and Diversity</p> <p>Supplementary Reading:</p> <ul style="list-style-type: none"> The Alberta Teachers’ Association. (2005). <i>A duty to protect: Creating safe places for gay and lesbian students</i> <p>Relevant Legislation:</p> <ul style="list-style-type: none"> Alberta Education. (2023). <i>Code of Professional Conduct</i>. Government of Canada. (2022). <i>Guide to the Canadian Charter of Rights and Freedoms</i>. <p>TBD- Guest Lecture: Creating safe and caring school and classroom environments for LGBTQ2S+ students</p>	<p>Discussion of recent debates around GSA’s</p>
<p>October 10 (Class 12)</p> <p>How can teachers navigate resistances to mandates aligned with the TRC’s calls to action?</p>	<p>Second LT1 Facilitation (one hour)</p> <p>Moment 4(d): Creating Safe and Caring School Environments – Responding to the TRC’s Calls to Action</p> <p>TBD-Guest Lecture: CBE Indigenous Education Department Representative</p> <p>Case study explored in class:</p> <ul style="list-style-type: none"> Case 4 – Supreme Court of British Columbia. (2020). <i>Servatius v Alberni School District No. 70</i> 	<p>Second LT1 Discussion Facilitation on <i>McKay et al. v. Board of Govan School Unit No. 29 et al., 1968</i></p> <p>Examination of a seminal legal case</p>
<p>October 15</p> <p>How can teachers foster safe and caring school environments for racialized students?</p>	<p>Moment 4(c) continued</p> <p>Case Studies explored in class:</p> <ul style="list-style-type: none"> Case 1 – <i>To Kill a Mockingbird</i> and the use of racial slurs in historical texts Case 2 – <i>The experience of Black youth and parents in schools</i> <p>Review of Moment 4 through the lens of various scenarios</p>	<p>Discussion of recent debates around the use of racial slurs in novels</p>
<p>October 17 (Class 14)</p> <p>What is the relationship between academic integrity and ethical conduct?</p>	<p>Time to work on LT#3</p> <p>Moment 5(a). Academic Integrity and Copyright Matters – Contemporary Realities and Challenges</p> <p>Required Reading:</p> <ul style="list-style-type: none"> Kendrick, A.H. & Scott, D. (2021). Time out with Matt and Melissa: Dr. Sarah Eaton. <p>Guest Lectures: Dr. Sarah Eaton and Jodie Walz- Rocky View School District</p>	<p>Discussion on fair dealings guidelines in relation to copy righted material and principles of academic integrity</p>

October 22 (Class 15) <i>How can teachers create ethical frameworks for still emergent technologies?</i>	Third LT1 Facilitation (one hour) <i>Moment 5(b). Academic Integrity and Copyright Matters – Artificial Learning and New Frontiers in Ethics</i> Required Reading: <ul style="list-style-type: none"> Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. Case studies explored in class: <ul style="list-style-type: none"> <i>Case 1 – ChatGPT and academic integrity</i> 	Third LT1 Discussion Facilitation on Ontario College of Teachers v Gow, 2014 Creating a new code of academic integrity in relation to ChatGPT
October 24 (Class 8 - Last class!)	Bringing it all together Class Wrap-up	LT3 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. To make the most of this course, we recommend that you complete the required readings and skim through the case studies for each topic before coming to class.

LEARNING TASKS AND ASSESSMENT

There are three required learning asks for this course intended to measure both depth and breadth of understanding of course objectives. Learning Task 1 has two parts for submission and learning task two and three include visual representation responses (two) and an exploration of the content with a philosophy statement elaborated on later in the course outline.

LEARNING TASK 1: Group Case Study Research, Discussion Facilitation, and Syntheses

Due dates: Group 1: Sept 24th (synthesis due no later than 11:59 pm on Sept 27)
 Group 2: Oct 10th (synthesis due no later than 11:59 pm on Oct 14)
 Group 3: Oct 22nd (synthesis due no later than 11:59 pm on Oct 24)

Part 1. Research a Legal Case (25%)

Working in groups of three, in this task each group is asked to research one of the three legal cases listed below employing a modified case analysis framework drawn from the work of Mathur and Corley (2014, p. 144). Each group of three will be grouped into a larger group of nine so that all three cases are covered within the larger group. Key elements of the case analysis framework include:

1. **Fact finding:** Briefly summarize the key facts of the case in terms of what is known and what questions still remain
2. **Gaining stakeholder perspectives:** Identify key groups and people who care about the case and their perspectives on the case
3. **Identifying areas of conflict:** Identify the specific laws, policies, and mandates implicated within the case and the ethical frameworks that may be in conflict with one another
4. **Considering your role as a teacher:** Deliberate on how you as teacher would like to be treated in this case and how you as a professional might address the dilemmas it raises

The resulting case analysis research report should not exceed two pages (double spaced with 12-point Times New Roman Font).

List of cases:

- **Group 1** (Sept. 26th): *Supreme Court of Canada. (1996). Ross v. New Brunswick School District No. 15.* <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/1367/index.do>
- **Group 2** (Oct 12th): *McKay et al. v. Board of Govan School Unit No. 29 et al., 1968 CanLII 76 (SCC), [1968] SCR 589.* <https://www.canlii.org/en/ca/scc/doc/1968/1968canlii76/1968canlii76.html>
- **Group 3** (Oct 24th): *Ontario College of Teachers v Gow, 2014 ONOCT 44 (CanLII).* <https://canlii.ca/t/gv9rm>

If you would like to choose a legal case not listed above, please contact Dr. Nadia Delanoy to discuss possibilities.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1: PART 1

This task will be graded as a group per the group submission.

A detailed rubric and checklist for LT1: Part 1 will be available on D2L. In cases of discrepancies between the wording of the assessment criteria listed here and the rubric on D2L, the rubric on D2L will be taken as correct. Key assessment criteria at the **meeting expectations level (A-)** include:

- All four domains of the case analysis framework are comprehensively addressed. (10)
- Key ideas within each of the four areas are accompanied by supporting references from various class materials. (5)
- Written expression is clear, concise, and follows APA 7 standards for citation, grammar, and inclusive language (5).
- Final case analysis research report does not exceed the page limit outlined in the task description. (5)

Part II. Discussion Facilitation and Synthesis of the Legal Case Study (25%)

In the second part of this task, each group of three will facilitate a 35-40 minute guided discussion on their legal case within the larger group of nine. After briefly outlining the facts of the case, each group of three is asked to pose at least three questions that, emerging out of their case analysis research process, will help foster deliberative dialogue amongst the members of the larger group. These questions should help the larger group deliberate on and consider more deeply the following areas: i) the perspectives of the stakeholders involved in the case; ii) the legal and ethical tensions the case gives rise to; along with iii) how specific ethical frameworks (Mathur & Corley, 2014, p. 138) offer possibilities for seeing the case in a different light. The dates for each discussion facilitation are listed above.

During the guided discussion, each group of three is asked to divide up responsibilities for facilitating the discussion and taking notes on the key insights and thoughts that emerge from the discussion. The synthesis should include all the questions each group of three generated, regardless of whether there was time to discuss each of the questions. The synthesis should follow the APA 7th standards for written expression, grammar, and inclusive language, and include any references made by the group or the facilitator to required

course materials such as podcasts, articles, lectures, or other cases. An in-text citation to course materials will suffice as evidence of the application of course materials within the discussion. However, any texts referenced beyond the course materials should be cited on a Reference page.

Note that the overall discussion synthesis should be no more than two pages (double spaced with 12-point Times New Roman Font).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1: PART 2

This part of the task will be graded as a group per the group submission.

A detailed rubric and checklist for LT1: Part 2 will be available on D2L. In cases of discrepancies between the wording of the assessment criteria listed here and the rubric on D2L, the rubric on D2L will be taken as correct. Key assessment criteria at the **meeting expectations level (A-)** include:

- At least three generative questions help the larger group explore the perspectives of the stakeholders, the legal and ethical tensions inherent to the case, and how different ethical frameworks offer possibilities for seeing the case in a different light. (5)
- Synthesis of the key insights and ideas emerging from the group discussion is well-articulated. (10)
- Written expression is clear, concise, and follows APA 7 standards for citation, grammar, and inclusive language. (5)
- Discussion syntheses do not exceed the page limit outlined in the task description. (5)

Learning Task 2: Visual Representation Response

Total Weighting: 30% of the grade.

1. Response #1: Sept 17 (15%)
2. Response #2: Oct 3 (15%)

Over the term, two responses will need to be posted via the discussion board on D2L. The responses need to use visual representations and some text to convey your understanding of the prompts provided. This is a pseudo-visual journal-type response. This response should be academic and reflective in tone.

- Please see this blog for clarity- <https://festivalofeducation.com/what-is-visual-journaling/>
- **Optional**-You can choose to engage with others in the discussion thread. Please engage professionally and respectfully with all members of the course. Remember that these are professional conversations. You will be asked to reflect on and share your own experiences of education, so please remember to respond in an academically reflective way with care and respect.
- Reflective posts should be thoughtful, complete, thought-provoking, and timely.

CRITERIA FOR ASSESSMENT OF LEARNING TASK #2

Due to the personal articulation of your learning journey for this exercise, your participation will be marked based on completion. 3 marks will be received for each completed criterion

D2L Reflection post: Mark out of 15

Total: 15 marks

Note: For your practice, a completion mark means it is still evaluated based on criteria and the extent of completion. The **criteria** are as follows:

- Reflective post connects and aligns with the question or reflective prompts.
 - Why did you choose the imagery? What message(s) do you want the reader to take away?
- Reflective post shows an integration of lecture, reading, class discussion, and other content
- Reflective post shows an integration of one's lived or personal experiences which contextualizes and elevates the response
- Reflective post uses a variety of visual representations as well as text to show personal contemplation and learning
- Reflective post embeds elements of the content and citations are used to reinforce one's thoughts

Prompts to guide your responses:

Response #1- September 17th- How does your current understanding of being in the 'profession' of teaching with the lens of ethical decision-making, influence your own teacher identity?

- What thoughts have these past few weeks elicited around code of conduct, expectations for teachers, and your own ethical standards?

Response #2- October 3rd- Through exploring the ideas of creating safe and caring school environments through an ethical lens, what tensions may exist? How can you foster an environment where 'all students' can learn?

- You can juxtapose images to represent different perspectives and where you are situated while keeping the student at the center.

Learning Task 3: Philosophy Exploration and Statement

As in other classes, your work to build out a meaningful teaching philosophy is important. Communicating your beliefs about teaching and learning and your intentions as a teacher is an important task that can be both descriptive and prescriptive. Sharing your teaching philosophy can be descriptive and describing your pedagogy will help future principals, students, and parents/guardians get to know you and understand your pedagogical choices. The process of writing your teaching philosophy can also be prescriptive as communicating your beliefs can help guide the choices you make in the classroom and help you to align your practice with theory. As you journey through this course, add another layer of how ethics and legal precedent inform your ethical compass, and your approach in the classroom and as a professional.

You will **submit your exploration documentation** and **final philosophy statement** by working through the following prompts:

- Using the ethical frameworks discussed in class, reflect on common ethical dilemmas you might face as a teacher.
- Draw on one case study that resonated and outline the ethical dilemma within the educational context and how this influenced your beliefs around teaching and learning.
- Reflect on how you would handle a similar situation in your own teaching practice. Discuss strategies you may use. Consider your values, relevant legislation (ie. Code of Conduct, TQS, etc.), and the potential impact on students, teachers, and the teaching profession.
- Explore (document) how ethical decision-making and professional growth are interconnected. Provide examples of how ethical considerations influence your professional development and vice versa.
- Highlight tangible ways you will integrate ethical decision-making and professional growth to build your beliefs and actions in teaching and learning.

The final philosophy statement should include your beliefs supported by academic content in the context of ethical decision-making and professional growth:

- Purpose of education
- Your guiding metaphor for teaching and learning
- The role of the teacher
- Your goals as a lifelong learner

Submit your exploration adhering to APA 7 guidelines for [student papers](#) and your philosophy statement.

Exploration- 500-700 words

Philosophy statement- 500-600 words

Total word count: 1,300 (+/- 10%)

Learning Task #3 Rubric

Criteria	90% to 100% (A to A+)	80% to 89% (B+ to A-)	70% to 79% (B- to B)	60% to 69% (C to C+)
Understanding Ethical Decision-Making Frameworks	Demonstrates comprehensive understanding of ethical frameworks and applies them insightfully to reflect on ethical or legal dilemmas.	Demonstrates excellent understanding of ethical frameworks and applies them thoughtfully to reflect on ethical or legal dilemmas.	Demonstrates competent understanding of ethical frameworks and applies them to reflect on ethical or legal dilemmas.	Demonstrates limited or basic understanding of ethical frameworks and struggles to apply them to reflect on ethical or legal dilemmas.
Case Study Reflection	Examines a case study effectively, providing a detailed reflection on handling situations in teaching and learning with strong	Examines a case study effectively, providing a thoughtful reflection on handling situations in teaching and learning with proficient	Examines a case study with good reflection on handling similar situations, in teaching and learning with good consideration of values and impact.	Provides a minimal examination of a case study with limited reflection on handling situations in teaching and learning with limited

Criteria	90% to 100% (A to A+)	80% to 89% (B+ to A-)	70% to 79% (B- to B)	60% to 69% (C to C+)
	consideration of values and impact.	consideration of values and impact.		consideration of values and impact.
Connections between Ethical Decision-Making and Professional Growth	Provides a sophisticated analysis of the interconnectedness of ethical decision-making and professional growth with specific, practical examples.	Provides an excellent explanation of the interconnectedness of ethical decision-making and professional growth with practical examples.	Provides an appropriate explanation of the interconnectedness of ethical decision-making and professional growth with some examples.	Provides a minimal explanation of the interconnectedness of ethical decision-making and professional growth with few or no examples.
Actionable Strategies	Highlights highly effective and actionable strategies that integrate ethical decision-making and professional growth.	Highlights effective and actionable strategies that integrate ethical decision-making and professional growth.	Highlights basic strategies that integrate ethical decision-making and professional growth.	Highlights minimal or ineffective strategies that integrate ethical decision-making and professional growth.
Philosophy Statement	The statement demonstrates a comprehensive understanding of your philosophy of teaching and learning in the context of this course.	The statement demonstrates a thorough understanding of your philosophy of teaching and learning in the context of this course.	The statement demonstrates a satisfactory understanding of your philosophy of teaching and learning in the context of this course.	The statement demonstrates a minimal understanding of your philosophy of teaching and learning in the context of this course.
Clarity and Organization	Presents information clearly and professionally with excellent organization.	Presents information clearly and professionally with good organization.	Presents information with basic clarity and organization.	Presents information with minimal clarity and poor organization.
APA	Uses APA guidelines accurately and consistently, with no errors.	Uses APA guidelines accurately, with minor errors.	Uses APA guidelines with some errors.	Uses APA guidelines inconsistently, with significant errors.

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.

- *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, in each class you will work with a small group to engage fellow students in discussions on legal cases 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>

Generative AI: For this class, the use of artificial intelligence writing or content tools is discouraged for any use beyond assistance with basic spelling or grammar. Using AI such as Midjourney or other image creation tools is allowed with the appropriate attribution and reference.

MISSING OR LATE SUBMISSIONS

All late submissions of assignments or lack of attendance to complete the discussion facilitations must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact me (Dr. Nadia Delanoy) **by September 12**. 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: <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grade	GPA Value	%	Werklund Calendar Description
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 Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student’s academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

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://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

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: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint->

faculties-research-ethics-board-cfrieb) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information

- Emergency Evacuation/Assembly Points
- Safewalk

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 Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.