

**EDUC 525: Ethics and Law in Education
Fall, 2023**

Section	Instructors	Days/Time	Location	Email
Faculty	Dr. Astrid Kendrick Dr. David Scott	TR: 8:00-10:20 am	ST 140	astrid.kendrick@ucalgary.ca scottd@ucalgary.ca
Teaching Assistants	Razieh Alba Lily Cai Basak Helvacı Ozacar Alex Poppendorf TBA			raziieh.hekmat@ucalgary.ca lily.cai@ucalgary.ca basak.helvaciozacar@ucalgary.ca Alexandria.Poppendorf@ucalgary.ca TBA

Class Dates: Tuesday and Thursdays, September 5 – October 27, 2023 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 that we 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.

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 S.E. Eaton & Z.R. Khan (Eds.), *Ethics and Integrity in Teacher Education*

(vol. 3, pp. 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/

Mathur, 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. (Posted on D2L).

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>

RELEVANT LEGISLATION:

Alberta Education. (2023). *Code of Professional Conduct*. <https://www.alberta.ca/code-of-professional-conduct.aspx>

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

Calgary Board of Education. (2023). *Academic integrity*. <https://school.cbe.ab.ca/school/cbe-learn/teaching-learning/program-approach/academic-integrity/Pages/default.aspx>

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>

Alberta Government. (2023). *Teaching profession act*. Alberta King's Printer. https://kings-printer.alberta.ca/1266.cfm?page=T02.cfm&leg_type=Acts&isbncln=9780779838349

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

SUPPLEMENTARY READINGS:

Bora Laskin Law Library. (2023). *Step 2: Primary sources of law: Canadian case law*. <https://shorturl.at/ehpBE>

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

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>

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://shorturl.at/nrO48>
- 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/apCl6>
- 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>
- 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. (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>
- 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://shorturl.at/nNPR4>

ADDITIONAL RESOURCES:

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/>

Eaton, S.E. & Khan, Z.R. (2022). *Ethics and integrity in teacher education*. Springer. <https://link.springer.com/book/10.1007/978-3-031-16922-9>

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. 26 Group 2: Oct. 12 Group 3: Oct. 24
Task 2	Through a mix of multiple choice and short answer questions, five quizzes requiring the application of knowledge in relation to case studies will be administered in class via D2L.	Individual	50% (over five quizzes)	Quiz #1: Sept. 12 Quiz #2: Sept. 19 Quiz #3: Oct. 3 Quiz #4: Oct. 19 Quiz #5: Oct. 26

WEEKLY COURSE SCHEDULE:

Dates & Guiding Questions	Resources and Required Readings	Activities and Due Dates
September 5 (Class 1) <i>How has the nature of the teaching profession in Alberta evolved 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>. 	Course introduction Critically examining life conditions and early codes of conduct for teachers

<p><i>changed over time?</i></p> <p><i>How did the contemporary educational landscape in Alberta come into being?</i></p> <p><i>What are the legal and ethical implications of teaching in different educational contexts in Alberta?</i></p>	<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> • <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>Lecture on the evolution of the teaching profession in Canada and Alberta</p> <p>Lecture on the different kinds of schools in Alberta as outlined in the Education Act.</p> <p>Modelling the LT1 case study analysis framework</p> <p>Class discussion and deliberation on assorted case studies</p>
<p>September 7 (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</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>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</p>

<p><i>with students, parents, and the teaching profession itself?</i></p>	<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:</i> The Alberta Teachers’ Association. (2019, September 24). <i>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:</i> The Alberta Teachers’ Association (2010, January 26). Attending convention is a teacher’s professional responsibility. • <i>Case 3 – Professional conduct in relation to parents of students:</i> The Alberta Teachers’ Association (2016, October 11). Teachers acting as concerned parents must adhere to conduct code. 	<p>Conduct</p> <p>Examining case studies through the lens of the Alberta Code of Professional Conduct and distinct ethical frameworks</p>
<p>September 12 (Class 3)</p> <p><i>How are teacher disciplinary matters handled in Alberta?</i></p>	<p>Write Quiz 1</p> <p><i>Moment 2(b) continued</i></p> <p>Guest lecture by a representative from the Alberta Teachers’ Association</p>	<p>Quiz 1 on Moment 1 (5%)</p> <p>Responding to real life disciplinary scenarios</p>
<p>September 14 (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 19 (Class 5)</p> <p><i>What rights and responsibilities do teachers have in relation to their conduct</i></p>	<p>Write Quiz 2</p> <p><i>Moment 3(b): Freedom of Expression and Conduct – Rights and Limits Outside the Classroom</i></p> <p>Guest lecture by Werklund Dean, Dr. Dianne Gereluk</p> <p>Case Studies explored in class:</p>	<p>Quiz 2 on Moment 2 (10%)</p> <p>Interactive discussion and dialogue on the rights and limits of teachers’ conduct outside the classroom</p>

<p><i>outside of school time?</i></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>September 21 (Class 6)</p> <p><i>What historic cases have shaped the rights and responsibilities of teachers in relation to their conduct outside of school time?</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>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>Examination of historic and contemporary case studies</p>
<p>September 26 (Class 7)</p>	<p>First LT1 Facilitation (one hour)</p> <p>Review of Moment 3 through the lens of varying scenarios</p> <p>Quiz preparation / work time</p>	<p>First LT1 Discussion Facilitation on <i>Ross v. New Brunswick School District No. 15.</i></p>
<p>September 28 (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>

October 3 (Class 9)	Write Quiz 3 <i>Moment 4(a) continued</i>	Quiz 3 on Moment 3 (15%)
October 5 (Class 10) <i>What responsibilities do teachers have in relation to fostering professional and respectful relationships with their students?</i>	<i>Moment 4(b): Creating Safe and Caring School Environments – Professional and Respectful Relationships</i> Relevant Legislation: <ul style="list-style-type: none"> • Alberta Education. (2023). <i>Teaching quality standard</i> • Alberta Education. (2023). <i>Code of Professional Conduct</i>. Case studies explored in class: <ul style="list-style-type: none"> • <i>Case 1 – Teacher-student relations (classroom management): Provincial Court of Alberta. HRM v. Fevry.</i> • <i>Case 2 – Teacher-student relations (physical contact): The Alberta Teachers’ Association. (2019, March 20). Pitfalls and precautions: Physical contact with students always problematic.</i> 	Work through various real life scenarios
October 10 (Class 11) <i>How can teachers foster safe and caring school and classroom environments for LGBTQ+ students?</i>	<i>Moment 4(c). Creating Safe and Caring School Environments – Inclusion and Diversity</i> Supplementary Reading: <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> Relevant Legislation: <ul style="list-style-type: none"> • <i>Alberta Education. (2023). Code of Professional Conduct.</i> • <i>Government of Canada. (2022). Guide to the Canadian Charter of Rights and Freedoms.</i> Guest Lecture: Creating safe and caring school and classroom environments for LGBTQ2S+ students	Discussion of recent debates around GSA’s
October 12 (Class 12) <i>How can teachers navigate resistances to mandates aligned with the TRC’s calls to action?</i>	Second LT1 Facilitation (one hour) <i>Moment 4(d): Creating Safe and Caring School Environments – Responding to the TRC’s Calls to Action</i> Guest Lecture: Blackfoot Knowledge Keeper, Iikiinayookaa Marlene Yellow Horn Case study explored in class: <ul style="list-style-type: none"> • <i>Case 4 – Supreme Court of British Columbia. (2020). Servatius v Alberni School District No. 70</i> 	Second LT1 Discussion Facilitation on <i>McKay et al. v. Board of Govan School Unit No. 29 et al., 1968</i> Examination of a seminal legal case
October 17 <i>How can teachers foster safe and caring school environments for racialized students?</i>	<i>Moment 4(c) continued</i> Case Studies explored in class: <ul style="list-style-type: none"> • <i>Case 1 – To Kill a Mockingbird and the use of racial slurs in historical texts</i> • <i>Case 2 – The experience of Black youth and parents in schools</i> Review of Moment 4 through the lens of various scenarios	Discussion of recent debates around the use of racial slurs in novels

<p>October 19 (Class 14)</p> <p><i>What is the relationship between academic integrity and ethical conduct?</i></p>	<p>Write Quiz 4</p> <p><i>Moment 5(a). Academic Integrity and Copyright Matters – Contemporary Realities and Challenges</i></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 Lecture: Dr. Sarah Eaton</p>	<p>Quiz 4 on moment 4 (15%)</p> <p>Discussion on fair dealings guidelines in relation to copy righted material and principles of academic integrity</p>
<p>October 24 (Class 15)</p> <p><i>How can teachers create ethical frameworks for still emergent technologies?</i></p>	<p>Third LT1 Facilitation (one hour)</p> <p><i>Moment 5(b). Academic Integrity and Copyright Matters – Artificial Learning and New Frontiers in Ethics</i></p> <p>Required Reading:</p> <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. <p>Case studies explored in class:</p> <ul style="list-style-type: none"> <i>Case 1 – ChatGPT and academic integrity</i> 	<p>Third LT1 Discussion Facilitation on Ontario College of Teachers v Gow, 2014</p> <p>Creating a new code of academic integrity in relation to ChatGPT</p>
<p>October 26 (Class 8 - Last class!)</p>	<p>Write Quiz 5</p> <p>Bringing it all together</p> <p>Class Wrap-up</p>	<p>Quiz 5 on Moment 5 (5%)</p>

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 two required Learning Tasks 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 includes five graded, in-class quizzes administered via D2L.

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

Due dates: Group 1: Sept 26th (synthesis due no later than 11:59 pm on Sept 27)
 Group 2: Oct 12th (synthesis due no later than 11:59 pm on Oct 13)
 Group 3: Oct 24th (synthesis due no later than 11:59 pm on Oct 25)

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. Scott or Dr. Kendrick to discuss possibilities.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1: PART 1

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 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

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 does not exceed the page limit outlined in the task description. (5)

Learning Task 2: Graded In-class Quizzes

Total Weighting: 50% of grade. Each quiz will be weighted as follows:

1. Quiz #1: Sept 12 (5%)
2. Quiz #2: Sept 19 (10%)
3. Quiz #3: Oct 3 (15%)
4. Quiz #4: Oct 19 (15%)
5. Quiz #5: Oct 26 (5%)

Over the course of the term, five quizzes involving a mix of multiple choice and short answer questions will be administered in class via D2L. Each quiz will follow a similar format and will include questions that require the application of knowledge in relation to a case study reflecting themes explored within the five moments of the course. Each of the five quizzes will be administered through D2L and will be completed during class time, in the regular classroom space, on the dates listed. Please bring a computer or personal device the day of the quiz. If this is not possible, please contact the instructor to reserve a computer from Doucette Library. A study guide will be posted on D2L at least three days prior to each quiz.

Please note the following policies regarding assessments:

ABSENCES: Absences from class on the quiz dates will only be excused [as per the University of Calgary regulations](#). For illness or emergency, you may be required to provide documentation verifying your absence as stated in the [Academic Calendar, Section M.1](#).

UNEXCUSED ABSENCES: Any unexcused absence will result in a grade of zero on the quiz as per [the Academic Calendar, Section G.1.2](#).

ACCOMMODATIONS: If you require accommodations for timed assessments, you must make arrangements with the Student Accessibility Centre at least 10 business days before the quiz date as per University of Calgary examination and accessibility policies ([Academic Calendar Section B6](#)).

MAKE-UP QUIZZES: Being unsatisfied with a grade is not considered a valid reason to request a reappraisal or re-taking an assessment. Make-up quizzes will only be provided in case of an excused absence or documented accommodation from Student Accessibility Services.

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 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>

For this class, the use of artificial intelligence writing tools are discouraged for any use beyond assistance with basic spelling or grammar.

LATE SUBMISSIONS

All late submissions of assignments or lack of attendance to complete the quizzes must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact one of the faculty instructors **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

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

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

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

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

Attendance/ Prolonged Absence

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

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

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.