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| educ-office:Faculty Support:3 Templates Forms:0 Clipart:Logo FacEdu.jpg | **Education 5638** ***Aakaomianistsipoka*** *Many Different Children* **Supporting the Application of Foundational Knowledge:** **First Nations, Métis and Inuit**Summer II: July 6 – 24, 20201:00 pm – 3:50 pm**Online Delivery** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor: Annet | Annette BruisedHead | Secretary: | Margaret Beintema |
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# **Territorial Land Acknowledgement**

We acknowledge that we live and learn on the ancestral lands of the Blackfoot people of the Canadian plains and pay respect to their cultural heritage, beliefs, and relationship to the land. This area is also home to the Métis Nation of Alberta, Region 3. We acknowledge the many Indigenous people whose ancestors have walked this land since time immemorial and move forward in the spirit of reconciliation with all people.

# **Course Description**

An examination of the leader’s role related to key issues in Indigenous education with a strong focus on supporting the **application of foundational knowledge** about First Nations, Métis, and Inuit.

# **Course Delivery**

*Aakaomianistsipoka* in Summer Session II, 2020 will be offered through Zoom delivery mode. Course delivery will be as interactive and collaborative as possible in whole and small group discussions.

# **Course Materials & Readings**

***\* Indicates Required Books***

***Note:*** *Prior to the start of the course specific readings may also be assigned to students and included in the materials list below.*

**Class 1 (Pre-course Reading)**

\*Bastien, B. (2004). Blackfoot Ways of Knowing: The Worldview of the Siksikaitsitapi. Calgary. University of Calgary PressAlberta Education (2005). Our Words, Our Ways: Teaching First Nation, Métis, and Inuit Learners.

Alberta Teachers Association (2008). Education is our Buffalo.

Learn Alberta (2018). Walking Together: First Nations, Métis, and Inuit Perspectives in Curriculum. <http://www.learnalberta.ca/content/aswt/>

College of Alberta School Superintendents (CASS) (2020). Guide to Relationships and Learning with the Indigenous Peoples of Alberta <https://cassalberta.ca/indigenous-education/>

**Class 2**

\*Bishop, A. (1994). Becoming an Ally: Breaking the Cycle of Oppression in People. Fernwood Publishing. Winnipeg, Manitoba.

Calliou, S. (1998). Us/them, me/you: Who? (Re)thinking the binary of First Nations and Non-First Nations. *Canadian Journal of Native Education*, *22*(1) 28 – 52.

Paul R. Carr (ed.) & Lund, D.E. (2007). The Great White North? Exploring Whiteness, Privilege, and Indentity in Education. Sense Publishers

Morcom, L., & Freeman, K. (2018). Niinwai – Kiinwa – Kiinwi: Building Non-Indigenous Allies in Education through Indigenous Pedagogy. *Canadian Journal of Education* 41(3).

Other/Optional: McIntosh, P. (1989). White Privilege: Unpacking the Invisible Knapsack

**Class 3**

Alberta Education (2018). Leadership Quality Standard.

Alberta Education (2018). Teaching Quality Standard.

Truth and Reconciliation Commission of Canada; Calls to Action

United Nations Declaration and Rights of Indigenous Peoples

**Class 4**

\*Treaty 7 Elders And Tribal Council - Walter Hildebrandt, Dorothy First Rider, Sarah Carter. (1996). The True Spirit and Original Intent of Treaty 7. McGill-Queens Univeristy Press.

Duhamel, K (2018). Gakina Gidagwi’igoomin Anishinaabewiyang: We Are All Treaty People: Understanding the spirit and intent of the Treaties matters to all of us. Treaties and the Treaty Relationship. Canada’s History

Piikanissini.

**Class 6**

Wabi Benais Mistatim Equay (Cynthia Bird) (2018). The Numbered Treaties: Wester Canada’s Treaties Were Intended to Provide Frameworks for Respectful co-existence. Treaties and the Treaty Relationship. Canada’s History

Kainayssini.

**Class 7**

Angeconeb, G. Speaking My Truth: Reflection on Reconciliation and Residential School. The Journey to Reconciliation.

Milloy, J. (1999). *A National Crime: The Canadian Government and the Residential School System 1879-1986*. Winnipeg: University of Manitoba Press.

Louie, Dustin & Scott, David. (2016). Examining differing notions of a ‘real’ education within Aboriginal communities. Critical Education. 7. 1-18.

https://www.researchgate.net/publication/299423778\_Examining\_differing\_notions\_of\_a\_'real'\_education\_within\_Aboriginal\_communities

**Class 8**

Bombay, A., & Matheson, K., & Anisman, H. (2014). The intergenerational effects of Indian Residential Schools: Implication for the concept of historical trauma. Transcultural Psychiatry 51(3) 320- 338.

Merasty, J.A., & Carpenter, D. (2015). *The Education of Augie Merasty: A Residential School Memoir.* The University of Regina Press.

Renee Linklater. (2014). *Decolonizing Trauma Work: Indigenous Stories and Stragegies*. Fernwood Publishing. Forward (L. Mehl-Mardrona), Prologue, and Chapter 1.

**Class 9**

Canadian Council on Learning (2007). Redefining How Success is Measured in First Nations, Inuit and Métis Learning. Chapter 2.

Whitinui, P., & Rodriguez de France, C., & McIvor, O. Ed.s (2018). Promising Practices in Indigenous Teacher Education. Singapore: Springer Nature.

**Class 11**

Western and Northern Canadian Protocol for Collaboration in Basic Education. (2011). WNCP Common Tool for Assessing and Validating Teaching and Learning Resources for Cultural Appropriateness and Historical Accuracy of First Nations, Métis and Inuit Content.

#  **Learner Outcomes**

Students will:

1. Understand the historical, social, economic, and political implications of:
* Treaties and agreements with First Nations with a localized focus on Treaty 7
* Legislation and agreements negotiated with Métis
* Residential schools and their legacy for all students, families, and communities
1. Explore the alignment of resources and build capacity of the school community and jurisdiction to support Alberta schools in developing knowledge and understanding regarding the implications of First Nations, Métis, and Inuit student achievement.
2. Develop strategies to enable all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First Nations, Métis, and Inuit with a localized focus in Treaty 7 Territory.
3. Design and create plans to pursue opportunities to engage in practices to facilitate reconciliation within the school community and establish relationships with First Nations, Métis, and Inuit parents/guardians, Elders/knowledge keepers, local leaders, and community members.
4. Engage with an inquiry and exploratory based approach where critical dialogue and questioning will be encouraged and developed.

# **Evaluation**

Evaluation will be based on the following summative assessments/assignments, although formative assessment opportunities will be made available to allow students to refine their work.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Weight** | **Due Date** |
| Assignment #1: Reflection Journal  | 25% | Ongoing  |
| Assignment #2: Case Analysis  | 15% | Ongoing  |
| Assignment #3: Reading Summary Peer Teach | 15% | Ongoing  |
| Assignment #4: District Inventory Inquiry  | 20% | Class 10  |
| Assignment #5: Personal Plan for Practice | 25% | Class 14  |

# **Grading Schedule**

The Faculty of Education has a standardized grading schedule for graduate courses.

This schedule will be used for determining final grades for graduate students in this course.

|  |  |  |
| --- | --- | --- |
| **Numeric Value** | **Letter Grade** | **Grade Point** |
| 97 – 100 | A + | 4.00 |
| 93 – 96 | A | 4.00 |
| 90 – 92 | A - | 3.70 |
| 87 – 89 | B+ | 3.30 |
| 83 – 86 | B | 3.00 |
| 80 – 82 | B - | 2.70 |
| Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education master’s program. |
| 77 – 79 | C+ | 2.30 |
| 73 – 76 | C | 2.00 |
| 70 – 72 | C- | 1.70 |
| 67 – 69 | D+ | 1.30 |
| 63 – 66 | D | 1.00 |
| <63 | F | 0.00 |

\*Note: Failure to submit any and all outstanding work by July 24 will result in an automatic grade of zero for each assignment not submitted.

# **Assignment & Assessment Criteria**

**Assignment #1 - Reflective Journal**

**Due: Ongoing**

**Weight: 25%**

**Format: Individual**

**Length: 300 – 500 words/entry or other agreed upon construct**

The purpose of this assignment is to create an opportunity for you to document and explore your understanding, positionality, questions, and ideas throughout the course as they develop. Consider the journal as an unfolding narrative of your journey throughout the course, and an ongoing dialogue with your instructor and/or peers and colleagues. Each journal will in some way attend to the following question:

* How have the materials, discussions, readings, and exploration in today’s class impacted your understanding about your role as a school leader in relation to key concepts in the field of Indigenous education?

Journally/Recording times will provided daily in class. Although you will complete several reflective journal entries, you will choose 5 to submit for summative assessment. The first journal entry will be **formatively** assessed.

The reflective journal will be summatively assessed with the following tool:

|  |  |  |
| --- | --- | --- |
| Considerations and Questions | Criteria | Strengths and Connections |
|  | Relevance and Understanding: The journal entries accurately and concisely reflect the key dialogue and content of the course. |  |
|  | Observations & Insights: Sophisticated and thoughtful observations, reflective insight and analysis demonstrated, growth highlighted |  |
|  | Connections:Links between theory and practice are made clearly, gaps identified and forward thinking/questioning is demonstrated.  |  |
|  | Structure & Style: Expression and flow, mechanics of writing, purposeful, accurate, representative. |  |
|  | Quality:Thoroughly and completely responds to key questions, writing prompts and essential understanding in course work.  |  |
| General Feedback:Grade: /25 |

**Assignment #2 – Case Analysis**

**Due: Ongoing (Class 2 – 8)**

**Weight: 15%**

**Format: Small Group Facilitations**

**Length: 20 minutes**

The purpose of this assignment is to generate a critical awareness and acknowledgement of key issues in Indigenous education and develop frameworks for critical inquiry and exploration of impacts and implications on students, teachers, and school communities, within the context of the LQS #5.

**Option A – Hot Topics**

*(\*note for the instructor – this option of the assignment will require specific and directed pedagogical support to develop critical inquiry frameworks that support student understanding and questioning to appropriately assess the underlying assumptions and perspectives presented through media. The risk, without appropriate readiness in students is that negative stereotypical values or beliefs may be reinforced. Careful facilitation of these hot topic discussions is needed to ensure a productive group discussion and dynamic that takes power into account and ensures individual students are not isolated or held individually responsible for representing a specific group or organization)*

Working in small groups (established in class 1) you will be responsible for a short
(30 minute) facilitation with the class based on a current hot topic in the media (print, social, or other formats of media). Media cases should be drawn from the Alberta context first, then focused on Western Canada, then Nationally if needed.

Your group will be responsible for (1) choosing a hot topic recently or currently in the media, (2) presenting the hot topic as a case to the class, and (3) engaging the class in critical exploration and discussion based on the case with a strong focus on considering the leadership role with the context of the LQS #5. In addition, make connections and links beyond the specific case as a means of situating your case within broader discourses provincially and/or nationally.

**Option B – Case Studies**

*(\*note for the instructor – this option of the assignment would be most suitable if you feel appropriate critical inquiry frameworks have not yet been established or group dynamics necessitate increased instructor involvement and facilitation for group dialogue or news media cases)*

Working in small groups (established in class 1) you will be responsible for a short (30 minute) facilitation with the class based on a current issue or concept in the field of Indigenous education in the province of Alberta. You will be assigned a case study by the instructor.

Your group will be responsible for (1) reviewing the case and exploring support materials, (2) presenting the case to the class, and (3) engaging the class in critical exploration and discussion based on the case with a strong focus on considering the leadership role with the context of the LQS #5. In addition, make connections and links beyond the specific case as a means of situating your case within broader discourses provincially and/or nationally.

The case study facilitation will be summatively assessed (as a group) based on the following tool:

|  |  |  |
| --- | --- | --- |
| Considerations and Questions | Criteria | Strengths and Connections |
|  | Relevance and Understanding: The case study is accurately and concisely summarized and is linked to key dialogue and content of the course. |  |
|  | Observations & Insights: Sophisticated and thoughtful facilitation that encourages reflective and critical dialogue. |  |
|  | Connections:Links between theory and practice are made clearly, gaps identified and forward thinking/questioning is demonstrated. (LQS, District, Province, National links) |  |
|  | Structure & Style: Expression and flow, strong facilitation, purposeful, accurate, representative. |  |
|  | Quality:Thoroughly and completely facilitates critical and reflective dialogue and attends to essential understandings in course work.  |  |
| General Feedback:Grade: /15 |

**Assignment #3 – Reading Summary Peer Teach**

**Due: Ongoing**

**Weight: 15%**

**Format: Small Group Presentation**

**Length: 30 minutes + 1 page summary**

The purpose of this assignment is to create an opportunity for you to deeply engage with the reading material and ensure you can demonstrate the capacity to concisely draw out key messages and findings from essential class readings. Working in small groups or pairs you will choose one of the assigned daily readings and summarize the reading in a single page format. In a presentation you will peer teach the class about the reading – do so by engaging your listeners and learners utilizing various teaching and learning strategies and approaches. Create opportunity for discussion around – clarifying and understanding the key messages, implications for school leaders, connections to your real world educational contexts, and strategies for moving forward.

|  |  |  |
| --- | --- | --- |
| Considerations and Questions | Criteria | Strengths and Connections |
|  | Relevance and Understanding: The presentation accurately and concisely summarizes the key messages in the readings. |  |
|  | Engagement: The presentation engages peers in dialogue, discussion, and reflection through use of activities and strategies.  |  |
|  | Connection:Links between theory and practice are made clearly, gaps identified and strategies proposed for moving forward. |  |
|  | Application:The one-page summary clearly, concisely, and completely summarizes the reading with explicit links made to the leadership contexts and the LQS.  |  |
|  | Clarity/Style: Expression and presentation flow, mechanics of writing, purposeful, accurate, representative. |  |
| General Feedback:Grade: /15 |

**Assignment #4 – District Inventory Inquiry**

**Due: Class 10**

**Weight: 20%**

**Format: Individual**

**Length: 1500-2000 words**

The purpose of this assignment is to conduct an inventory of Indigenous education at your district level to generate awareness and understanding of existing structures, systems, and supports that are in place. Individually, you will produce a report based on your inventory inquiry of your districts programming, initiatives, resources, policies, and supports within Indigenous education. Ensure you explore and explain in the report, the following:

* How is Indigenous education defined/conceived of in your district? What evidence do you have of this? What terminology is most commonly used and why? Seek connections to Provincial or National discourses.
* Outline the context of the district: place and populations, demographics etc. (who, what, when, where of Indigenous education)
* Detail any policies, resources, people, departments, roles, initiatives, mandates, vision statements, research projects etc. that are within the scope of Indigenous education. (ex. Protocol for inviting/asking Elder into school or classroom?)
* How is your district’s Indigenous education approach situated within the Provincial and National landscape in the field of Indigenous education? Make explicit links and connection between your district inventory and the TRC calls to action in education as well as the LQS #5.

The district inventory inquiry and report will be summatively assessed with the following tool:

|  |  |  |
| --- | --- | --- |
| Considerations and Questions | Criteria | Strengths and Connections |
|  | Relevance and Understanding: The district inventory inquiry is accurate and representative. Key questions are thoroughly addressed.  |  |
|  | Observations & Insights: Sophisticated and thoughtful observations, reflective insight and analysis demonstrated. |  |
|  | Connections:Links between theory and practice are made clearly, gaps identified and forward thinking/questioning is demonstrated.  |  |
|  | Structure & Style: Expression and flow, mechanics of writing, purposeful, accurate, representative. |  |
|  | Quality:Thoroughly and completely responds to key questions, writing prompts and essential understanding in course work. |  |
| General Feedback:Grade: 20 |

**Assignment #5 – Personal Action Plan**

**Due: Class 14**

**Weight: 25%**

**Format: Individual**

**Details to be Introduced at Meeting 1**

The purpose of this assignment is to design and develop a personal action plan in Indigenous education within your leadership context. Based on the inventory report in assignment 4, you will utilize a specific goals framework to design and create plans to pursue opportunities to engage in practices to facilitate reconciliation within the school community and establish relationships with First Nations, Métis, and Inuit parents/guardians, Elders/knowledge keepers, local leaders, and community members. Your action plan should clearly and explicitly be linked to your district context, your positionality, the LQS #5, and connected more broadly to the provincial goals and initiatives for education. Clearly articulate actionable items that demonstrate reconciliation and attention to the TRC calls to action in education, as well as the LQS #5.

The personal plan for practice will be summatively assessed with the following tool:

|  |  |  |
| --- | --- | --- |
| Considerations and Questions | Criteria | Strengths and Connections |
|  | Relevance and Understanding: The personal action plan is feasible and sustainable. Key components of the LQS #5, provincial mandates, and TRC calls to action are included.  |  |
|  | Observations & Insights: Sophisticated and thoughtful plans according to a SMART goals format. |  |
|  | Connections:Links between theory and practice are made clearly, gaps identified and forward thinking is demonstrated through action plans.  |  |
|  | Structure & Style: Expression and flow, mechanics of writing, purposeful, accurate, representative. |  |
|  | Quality:Thoroughly and completely responds to key questions, prompts and essential understanding in course work. |  |
| General Feedback:Grade: /25 |

# **Tentative Course Overview**

| **Date/****Class** | **Topic/Concepts** | **Strategies & Approaches** | **Required Readings** |
| --- | --- | --- | --- |
| July 6/Class 1 | Course Introduction * Introduction
* Course Outline
* Class Guidelines
 | Journals and/or other agreed upon format | \*Bastien, B. (2004). Blackfoot Ways of Knowing: The Worldview of the Siksikaitsitapi. Calgary. University of Calgary PressAlberta Education (2005). Our Words, Our Ways: Teaching First Nation, Métis, and Inuit Learners.Alberta Teachers Association (2008). Education is our Buffalo.Learn Alberta (2018). Walking Together: First Nations, Métis, and Inuit Perspectives in Curriculum. http://www.learnalberta.ca/content/aswt/College of Alberta School Superintendents (CASS) (2020). Guide to Relationships and Learning with the Indigenous Peoples of Alberta https://cassalberta.ca/indigenous-education/  |
| July 7 Class 2 | Positionality * Situating Self
* Perspectives
* Privilege
 | Journals and/or other agreed upon format | \*Bishop, A. (1994). Becoming an Ally: Breaking the Cycle of Oppression in People. Fernwood Publishing. Winnipeg, Manitoba. Calliou, S. (1998). Us/them, me/you: Who? (Re)thinking the binary of First Nations and Non-First Nations. Canadian Journal of Native Education, 22(1) 28 – 52.Paul R. Carr (ed.) & Lund, D.E. (2007). The Great White North? Exploring Whiteness, Privilege, and Indentity in Education. Sense PublishersMorcom, L., & Freeman, K. (2018). Niinwai – Kiinwa – Kiinwi: Building Non-Indigenous Allies in Education through Indigenous Pedagogy. Canadian Journal of Education 41(3).Other/Optional: McIntosh, P. (1989). White Privilege: Unpacking the Invisible Knapsack |
| July 8 Class 3 | Legislative Contexts * UNDRIP
* TRC
* LQS &TQS

  | Peer Teach 1Case Analysis 1 Journals  | Alberta Education (2018). Leadership Quality Standard.Alberta Education (2018). Teaching Quality Standard.Truth and Reconciliation Commission of Canada; Calls to ActionOther/Optional:United Nations Declaration and Rights of Indigenous PeoplesAlberta Education (2018). Superintendent Leadership Quality Standard. |
| July 9 Class 4 | Treaties and Agreements* First Nations
* Métis
* Implications

  | Peer Teach 2Case Analysis 2Journals  | \*Treaty 7 Elders And Tribal Council - Walter Hildebrandt, Dorothy First Rider, Sarah Carter. (1996). The True Spirit and Original Intent of Treaty 7. McGill-Queens Univeristy Press.Duhamel, K (2018). Gakina Gidagwi’igoomin Anishinaabewiyang: We Are All Treaty People: Understanding the spirit and intent of the Treaties matters to all of us. Treaties and the Treaty Relationship. Canada’s History Piikanissini – Declaration by Piikani Elders. |
| July 10 \*Class 5 | Weekly Review  | Peer Teach 3Case Analysis 3 Journals  |  |
| July 13Class 6 | Treaties and Agreements* First Nations
* Métis
* Implications
 | Peer Teach 4Case Analysis 4Journals  | Wabi Benais Mistatim Equay (Cynthia Bird) (2018). The Numbered Treaties: Wester Canada’s Treaties Were Intended to Provide Frameworks for Respectful co-existence. Treaties and the Treaty Relationship. Canada’s HistoryKainayssini – Declaration by Kainai Elders. |
| July 14Class 7 | The Residential School System * Stories and Systems
 | Peer Teach 5Case Analysis 5 Journals Elder Visit\*Please refer to the U of L Blackfoot and First Nations, Métis, and Inuit Protocol Handbook | Angeconeb, G. Speaking My Truth: Reflection on Reconciliation and Residential School. The Journey to Reconciliation.Milloy, J. (1999). A National Crime: The Canadian Government and the Residential School System 1879-1986. Winnipeg: University of Manitoba Press. |
| July 15Class 8 | The Legacy of the Residential School System * Intergenerational Trauma
* Contemporary Impacts
* Individual & Family
* Community & School
* Systems & Structures
 | Peer Teach 6Case Analysis 6Journals Elder Visit\* | Bombay, A., & Matheson, K., & Anisman, H. (2014). The intergenerational effects of Indian Residential Schools: Implication for the concept of historical trauma. Transcultural Psychiatry 51(3) 320- 338.Merasty, J.A., & Carpenter, D. (2015). The Education of Augie Merasty: A Residential School Memoir. The University of Regina Press.Renee Linklater. (2014). Decolonizing Trauma Work: Indigenous Stories and Stragegies. Fernwood Publishing. Forward (L. Mehl-Mardrona), Prologue, and Chapter 1. |
| July 16 Class 9 | Indigenous Student Achievement * Exploring success
* Challenges & Opportunities
* Next Steps
 | Peer Teach 7Case Analysis 7 Journals Expert Panel  | Canadian Council on Learning (2007). Redefining How Success is Measured in First Nations, Inuit and Métis Learning. Chapter 2. Whitinui, P., & Rodriguez de France, C., & McIvor, O. Ed.s (2018). Promising Practices in Indigenous Teacher Education. Singapore: Springer Nature.Louie, Dustin & Scott, David. (2016). Examining differing notions of a ‘real’ education within Aboriginal communities. Critical Education. 7. 1-18.[https://www.researchgate.net/publication/299423778\_Examining\_differing\_notions\_of\_a\_'real'\_education\_within\_Aboriginal\_communities](https://www.researchgate.net/publication/299423778_Examining_differing_notions_of_a_%27real%27_education_within_Aboriginal_communities)Tim R. Claypool and Jane P. Preston. (2011)Redefining Learning and Assessment Practices Impacting Aboriginal Students: Considering Aboriginal Priorities via Aboriginal and Western Worldviews. University of Saskatchewan |
| July 17 \*Class 10 | Weekly Review  | Peer Teach 8 Case Analysis 8 Journals  |  |
| July 20 Class 11 | Resources * Availability
* WNCP Tool
* Evaluating & Assessing Appropriateness
 | Peer Teach 9 Case Analysis 9Journals \*Library Guest  | Western and Northern Canadian Protocol for Collaboration in Basic Education. (2011). WNCP Common Tool for Assessing and Validating Teaching and Learning Resources for Cultural Appropriateness and Historical Accuracy of First Nations, Métis and Inuit Content. |
| July 21Class 12 | Reconciliation and Relationships * Looking Forward
 | Workshop Conferencing  |  |
| July 22 Class 13 | Developing Strategies & Designing Plans  | WorkshopPeer FeedbackConferencing  |  |
| July 23 Class 14Last Day of formal classes | Next Steps* Mapping the Field
* Revisiting positionality
 | Share Action Plans |  |
| July 24 \*Class 15 | Course Closure * Consolidation
* Evaluations
 | Individual Meetings |  |

\*half class

# **Student Conduct**

I am obliged to remind you that students at the University of Lethbridge are subject to the Student Discipline Policy for Academic and Non-Academic Offenses in accordance with the University Calendar for Graduate Students: <https://www.uleth.ca/ross/academic-calendar>.

Additionally, in the Faculty of Education graduate programs, students are expected to adhere to the conduct expectations as stipulated in:

Standards of Professional Conduct for Master of Education Students: <http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

Alberta Teachers’ Association Code of Professional Conduct:

<https://www.teachers.ab.ca/TheTeachingProfession/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>

# **Students with Disabilities Policy**

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre for guidance and assistance: <http://www.uleth.ca/ross/accommodated-learning-centre/>

Counselling Services is another resource available to all students: <http://www.uleth.ca/counselling/>

# **Privacy and Confidentiality**

Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person’s specific permission, please do not mention identifying information about the person’s story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

Recording Zoom lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

# **Academic Honesty and Plagiarism**

* The University of Lethbridge subscribes to Turnitin, an online software package that has been designed to help identify possible occurrences of plagiarism.
* All material and ideas included in class assignments must be properly acknowledged to give credit to the originator in keeping with APA style requirements. The University of Lethbridge Student Conduct Policy considers plagiarism an academic offence and states: “No student shall represent the words, ideas, images or data of another person as his or her own.” Assistance with documentation is available through the University of Lethbridge Library. For further support: <https://library.ulethbridge.ca/plagiarism#:~:text=The%20University%20of%20Lethbridge's%20Student,as%20%5Bone's%5D%20own.%22&text=The%20penalties%20for%20committing%20plagiarism,'F'%20in%20a%20course.>