

EDUC 530
First Nations, Métis & Inuit (FNMI) History, Education and Leadership
Fall 2013

Coordinator: Dr. Jacqueline Ottmann
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Term: Fall 2013 (9 weeks)
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Seminar Instructors:

Section	Time	Instructor	Phone/ Office	Email
SEM 1 <u>EDT 1220A</u>	TuTh 13:00 - 14:50	Dr. J. Ottmann	403-220-5697 EDT 1036	jottmann@ucalgary.ca
SEM 2 <u>EDT 1220B</u>	TuTh 13:00 - 14:50	Lyn Daniels	403-220-2968	danielsd@ucalgary.ca
SEM 3 <u>EDT 146</u>	TuTh 13:00 - 14:50	Dr. Phyllis Steeves	403-220-7574 EDT 1038B	psteeves@ucalgary.ca
SEM 4 <u>KNB 128</u>	TuTh 13:00 - 14:50	Dr. G. Lowan-Trudeau	403-220-7922 EDT730	gelowan@ucalgary.ca
SEM 5 <u>EDC 370A</u>	TuTh 13:00 - 14:50	Dr. Yvonne Poitras-Pratt	403-220-6116 EDT 1248	ypratt@ucalgary.ca
SEM 7 <u>EDC 352</u>	TuTh 13:00 - 14:50	Dr. John Friesen	403-220-7266 EDT 504	johnwfriesen@gmail.com
SEM 8 SA 109 SA 129	Fr 08:00 - 09:50 Mo 10:00 - 11:50	Dr. J. Ottmann	403-220-5697 EDT 1036	jottmann@ucalgary.ca
SEM 9 EDC 370A EDC 370A	Fr 08:00 - 09:50 Mo 10:00 - 11:50	Lyn Daniels	403-2202968	danielsd@ucalgary.ca
SEM 10 EDC 264 EDC 264	Fr 08:00 - 09:50 Mo 10:00 - 11:50	Dr. Yvonne Poitras Pratt	403-220-6116 EDT 1248	ypratt@ucalgary.ca
SEM 11 EDC 352 EDC 352	Fr 08:00 - 09:50 Mo 10:00 - 11:50	Dr. G. Lowan-Trudeau	403-220-7922 EDT730	gelowan@ucalgary.ca

***All office hours are by appointment**

COURSE DESCRIPTION

This course covers key topics in First Nations, Métis & Inuit (FNMI) History, Education and Leadership. Students will learn about the direct association (the generation of consequences) between the past, present and future as it relates to FNMI education. The intention is for students to learn about the past in order to better understand the current educational landscape (successes and challenges) for FNMI students.

Course Objectives

1. Students will be able to describe / give an account of national and international experiences and advances of Indigenous peoples as related to education.
2. Students will, in the context of Indigenous peoples, be able to identify naturally accompanying / associated implications of such experiences and advances as related to education.
3. Students will demonstrate in assignments their “write to learn” abilities, applying a depth of analysis in keeping with the gravity of the issues explored during the course.

Please also note: We will be engaging with potentially sensitive and/ or provocative issues through readings, class discussions, and activities. One of the fundamental objectives of this course is to foster a safe and respectful physical, intellectual, emotional, and spiritual space for all participants. We expect all students to demonstrate awareness of and respect for this objective.

Course Outline

This course will help students become more informed and better equipped to develop relationships/partnerships, lessons, programs, and policies for the immediate future drawing upon current initiatives that build upon Indigenous ways of knowing and being, case studies of success, and innovative research-based practices that challenge the status quo,. Throughout the course, students will be introduced to current research and literature from various Indigenous educational perspectives and educational fields.

The following topics will be explored during the course:

1. The histories and diversity of First Nations, Métis and Inuit (FNMI) peoples of Canada.
2. Indigenous epistemologies (what is believed about knowledge and why) and ontologies (beliefs about humankind and the nature of being) and how they influence educational practices.
3. Impacts of residential schooling.
4. The current educational landscape for Aboriginal students in rural and urban settings.
5. Successful / emerging educational practices, models, initiatives and programming that have / may positively impact(ed) FNMI student learning.
6. The teacher and school leadership required to act on knowledge, initiate and implement the change that is necessary to promote and support FNMI student learning.

CLASS SCHEDULE WITH REQUIRED READINGS/ RESOURCES

Wk.	Day	Theme	Topic(s)	Readings/Resources <i>*All Available on Blackboard unless otherwise indicated</i>
1	Sept. 9/10	Course introduction	Intro/Review course outline	
	Sept. 12/13	Introduction Continued	Overview	<ul style="list-style-type: none"> Schissel, B. & Wotherspoon, T. (2003). Chapter 1: Educational Dreams & Disappointments. In <i>The Legacy of School for Aboriginal People</i>. Don Mills, ON: Oxford.
2	Sept. 16/17	Indigenous epistemology and ontology	Educational Reclamation of FNMI learners	<ul style="list-style-type: none"> Armstrong, J.C. (1987). Traditional indigenous education: A natural process. <i>Canadian Journal of Native Education</i>, 14 (3), 14-19. Miller, J.R. (1996). Chapter 1: Listening, Looking, Learning. In <i>Shingwauk's Vision</i>. Toronto: U of T Press.
	Sept. 19/20	Indigenous epistemology and ontology	Western & Indigenous Science	<ul style="list-style-type: none"> Dr. Leroy Little Bear (online video, see BBoard)
3	Sept. 23/24	Indigenous epistemology and ontology		<ul style="list-style-type: none"> Ermine, Willie. (1995). "Aboriginal epistemology" in M. Battiste & J. Barman (Eds.), <i>First Nations education in Canada: The circle unfolds</i> (pp. 101-112). Vancouver: UBC Press.
	Sept. 26/27	Histories and diversities of FNMI peoples	Pre-contact Diversity	<ul style="list-style-type: none"> Dickason, O. (2002), Introduction. In <i>Canada's First Nations: A History of Founding Peoples from Earliest Times</i>. Oxford, UK: Oxford University Press.
4	Sept. 30/Oct. 1	Histories and diversities of FNMI peoples	First contact and colonization	<ul style="list-style-type: none"> Battiste, M. (1998). Enabling the autumn seed: Toward a decolonized approach to Aboriginal knowledge, language, and education. <i>Canadian Journal of Native Education</i>, 22(1), 16-27.
	Oct. 3/4	Impacts of residential school	History of colonial education	<ul style="list-style-type: none"> Schissel, B. & Wotherspoon, T. (2003). Chapter 3: Legacy of Residential Schools. In <i>The Legacy of School for Aboriginal People</i>. Don Mills, ON: Oxford.
5	Oct. 7/8	Impacts of residential school		<ul style="list-style-type: none"> *Self guided Activity- No class Monday & Tuesday Jordan-Fenton, C., Pokiak-Fenton, P. & Amini-Holmes, L. (2010). <i>Fatty Legs: A true story</i>. Toronto: Annick Press. *Available in bookstore
	Oct. 10/11	Current educational landscape	Intergenerational impact on learners	<ul style="list-style-type: none"> St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. <i>Canadian Journal of Education</i>, 30(4), 1068-1092. <i>Muffins for Granny</i> (DVD in class)
6	Oct. 14/15	Thanksgiving		<ul style="list-style-type: none"> *Self-guided- No class Monday & Tuesday
	Oct. 17/18	Successful educational models / practices	Place/land-based Education	<ul style="list-style-type: none"> Takano, T. (2005). Connections with the land: Land-skills courses in Igloolik, Nunavut. <i>Ethnography</i>, 6(4), 463 – 486 .

7	Oct. 21/22	Successful educational models / practices	Educational models in diverse contexts	<ul style="list-style-type: none"> Bell, D. (2004). <i>Sharing our success: Ten case studies in Aboriginal schooling</i>. Kelowna, BC: Society for the Advancement of Education.
	Oct. 24/5	Successful educational models / practices	Storytelling	<ul style="list-style-type: none"> Johnston, B. (2007). Who am I? <i>Journal on Developmental Disabilities</i>, 13(1), vii-ix. Adichie, C. (2009). “The Danger of a Single Story” (In Class TED Talk)
8	Oct. 28/9	Teacher / school leadership	Decolonizing Efforts	<ul style="list-style-type: none"> Assembly of First Nations (2002). <i>Top Misconceptions about Aboriginal People</i>. Ottawa: AFN Communications. Culatta, R. (2011). <i>Learning Styles</i>. [Web link]
	Oct. 31/ Nov. 1	Teacher / school leadership	Federal and Provincial Policy / Curriculum (Leadership)	<ul style="list-style-type: none"> Harper, S. (2008). <i>Canada’s Residential School Apology</i>. [Web link] Department of Education. (2008). <i>Nunavut Education Act</i>. Iqaluit, NT: Government of Nunavut
9	Nov. 4/5	Wrap-up	Final Considerations	<ul style="list-style-type: none"> Alberta Education.(2011). <i>Walking Together: First Nations, Metis and Inuit Perspectives in Curriculum</i> [web link]. Edmonton, AB: Government of Alberta.
	Nov. 7/8	Wrap-up		.

**A list of additional readings / videos on each topic area is available from your instructor*

**In keeping with the experiential nature of Indigenous education, we will go outside for some activities*

COURSE ASSIGNMENTS & DUE DATES

Learning Tasks	Weight	Grading Tool	Due Date
1. Electronic Reflections Portfolio o 2 Submissions	2x15 = 30%	Rubric	Submission 1: S04- Oct. 1 st , S11- Sept. 30 th Submission 2: S04- Oct. 31 st , S11- Nov. 1 st
2. Photovoice Assignment	30%	Rubric	S04- Oct.17 th , S11- Oct. 18 th
3. Inquiry / Application Paper	40%	Rubric	S04-Oct. 29 th , S11- Oct. 28 th

- All assignments should be submitted in 12 point Times New Roman font with one-inch margins, double-spaced, and formatted using the Publication Manual of the American Psychological Association – 6th Edition (APA).*
- Student name, ID number, and Seminar Number should be clearly visible on the first page.*
- As per university policy, late assignments will not be accepted without documentation of extenuating circumstances.*

Learning Tasks:**1. Electronic Reflections Portfolio - 30% (15% for each portfolio submission)**

Students are required to submit weekly postings about Indigenous history, leadership and education to Blackboard. Blackboard will provide a forum in which students can discuss major influences impacting the field of education. The discussions address education in Canadian and international contexts.

Students will base their weekly postings to Blackboard upon their critical analyses of course readings, additional relevant literature, resources and class discussions. *Each student's weekly posting (maximum 350 words per posting, no minimum) will offer informed, balanced, responsible, and evidence-based perspectives (i.e. not simply opinion statements) on significant aspects of Indigenous history, leadership and education.* Students will have diverse backgrounds in a variety of educational contexts and it is anticipated that diversity will be reflected in the electronic portfolios.

Students may participate in the Blackboard dialogue in the following ways:

- Post reflections on lectures and readings.
- Respond to messages posted by others to the Blackboard.
- Post messages to Blackboard that do not respond to someone but start the general discussion about educational topics.

Two portfolios of three postings (selected by the student from their weekly postings to Blackboard up to the due date of each separate submission; this may include a selection of the student's own submissions or responses to classmates postings) will be submitted by each student. These "electronic portfolios" **must be submitted via email to your instructor (gelowan@ucalgary.ca) as a Word file and clearly labelled with your name and an assignment heading (e.g. Name.BBReflections 1 or 2).** It is only these summaries, submitted in the form noted above to the instructor, that will be graded and not the actual Blackboard postings.

Assignment due dates:

- First 3 selected postings: S04- Oct. 1st, S11- Sept. 30th
- Final 3 Selected postings: S04- Oct. 31st, S11- Nov. 1st

Criteria for evaluation (see full rubric below):

- | | | |
|----------------------------|---|---------------------|
| • Conceptual Understanding | • Clarity | • Depth |
| • Professional Sensitivity | • Critical scholarship | • Technical quality |
| | • Synthesis of Theory and Practice (Praxis) | • Overall Quality |

Please note that the Blackboard discussion board is a virtual space dedicated to peer-to-peer and instructor exchange, including introductions, postings and comments/questions intended for the instructor and other students.

Potential Conversation/Discussion starters:

1. What have I learned (new knowledge)?
2. Where was I challenged (old assumptions)?
3. How will this learning affect my pedagogy and practice?
4. How will this learning promote personal and professional growth?

Blackboard Portfolio Rubric

	80% to 100% (B+ to A+) Indicates work that:	70% to 79% (B- to B) Indicates work that:	60% to 69% (C to C+) Indicates work that:	50% to 59% (D to C-) Indicates work that:	Below 50% (F) Indicates work that:
Demonstration of Conceptual Understanding	Demonstrates superb and comprehensive understanding of key points of content, literature, and research	Demonstrates strong understanding of key points of content, literature, and research	Demonstrates acceptable understanding of key points of content, literature and research	Demonstrates limited understanding of key points of content, literature, research, subject matter, and texts.	Demonstrates insufficient understanding of key points of content, literature, research, subject matter, and texts.
Writing	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language and adherence to APA standards, and assignment expectations (e.g., word count)	Demonstrates strong ability to integrate and articulate ideas; strong clarity of written language and adherence to APA standards, and assignment expectations (e.g., word count)	Demonstrates acceptable ability to integrate and express ideas; satisfactory written language and adherence to APA standards, and assignment expectations (e.g., word count)	Demonstrates limited ability to integrate and express ideas; marginal written language and adherence to APA standards, and assignment expectations (e.g., word count)	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language and adherence to APA standards, and assignment expectations (e.g., word count)
Overall Quality & Synthesis of Theory and Practice (Praxis)	Is outstanding- of an exceptional standard met by few students at this level. Written components are sophisticated, superbly synthesized with reference to course themes, literature, discussions, professional and personal experiences	Is strong – of a high standard met by many students at this level. Written components are strongly sophisticated, synthesized with reference to course themes, literature, discussions, and professional and personal experiences	Is satisfactory- of an acceptable standard met by many students at this level. Written components are acceptably sophisticated, synthesized with reference to course themes, literature, discussions, and professional and personal experiences	Is barely acceptable- of a limited standard attained by few students at this level. Written components are marginally sophisticated, synthesized with reference to course themes, literature, discussions, professional and personal experiences	Is unacceptable- does not meet basic requirements. Visual and written components are insufficiently sophisticated, synthesized with reference to course themes, literature, discussions, professional and personal experiences
Professional Sensitivity	Demonstrates exceptional ability to respond to colleagues in a professional, constructive manner with sound argument (i.e. with support from literature, research etc.)	Demonstrates strong ability to respond to colleagues in a professional, constructive manner with sound argument (i.e. with support from literature, research etc.)	Demonstrates acceptable ability to respond to colleagues in a professional, constructive manner with sound argument (i.e. with support from literature, research etc.)	Demonstrates limited ability to respond to colleagues in a professional, constructive manner with sound argument (i.e. with support from literature, research etc.)	Demonstrates insufficient ability to respond to colleagues in a professional, constructive manner with sound argument (i.e. with support from literature, research etc.)

2. Photovoice Assignment (30%)

Photovoice is a method (practice) that uses photography to foster socio-critical reflection. In this assignment, students will work individually or in small groups (maximum 3) to capture and submit:

- **An image or short series of images** that represent concepts relevant to course themes.
- Students will also submit a **500-word reflective discussion** explaining their choice of image(s) in relation to personal experiences, course themes, in-class discussions, and relevant literature.

Assignments may be submitted electronically via email to (gelowan@ucalgary.ca) or in hard copy and will be shared, with individual students' permission, to promote further discussion and reflection.

Assignment due date: S04- Oct. 17th, S11- Oct. 18th

Criteria for evaluation: Photovoice assignments will be assessed using the following rubric.

	80% to 100% (B+ to A+) Indicates work that:	70% to 79% (B- to B) Indicates work that:	60% to 69% (C to C+) Indicates work that:	50% to 59% (D to C-) Indicates work that:	Below 50% (F) Indicates work that:
Understanding	Demonstrates superb and comprehensive understanding of content, literature, and research	Demonstrates strong understanding of content, literature, and research	Demonstrates acceptable understanding of content, literature and research	Demonstrates limited understanding of content, literature, research, subject matter, and texts.	Demonstrates insufficient understanding of content, literature, research, subject matter, and texts.
Critical Thinking	Demonstrates superb application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates acceptable critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Writing	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language and adherence to APA standards	Demonstrates strong ability to integrate and articulate ideas; strong clarity of written language and adherence to APA standards	Demonstrates acceptable ability to integrate and express ideas; satisfactory written language and adherence to APA standards	Demonstrates limited ability to integrate and express ideas; marginal written language and adherence to APA standards	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language and adherence to APA standards
Visual Communication	Demonstrates exceptional ability to visually communicate ideas and understanding of course themes.	Demonstrates strong ability to visually communicate ideas and understanding of course themes.	Demonstrates acceptable ability to visually communicate ideas and understanding of course themes.	Demonstrates limited ability to visually communicate ideas and understanding of course themes.	Demonstrates insufficient ability to visually communicate ideas and understanding of course themes..
Overall Quality/ Synthesis	Is outstanding- of an exceptional standard met by few students at this level. Visual and written components are superbly synthesized with reference to course themes, literature, discussions, and personal experiences	Is strong – of a high standard met by many students at this level. Visual and written components are strongly synthesized with reference to course themes, literature, discussions, and personal experiences	Is satisfactory- of an acceptable standard met by many students at this level. Visual and written components are acceptably synthesized with reference to course themes, literature, discussions, and personal experiences	Is barely acceptable- of a limited standard attained by few students at this level. Visual and written components are marginally synthesized with reference to course themes, literature, discussions, and personal experiences	Is unacceptable- does not meet Basic requirements. Visual and written components are insufficiently synthesized with reference to course themes, literature, discussions, and personal experiences

3. Inquiry-Application Paper (40%)

Students will select and explore a topic of inquiry/key question within the context of First Nations, Métis and Inuit history, education and leadership. This question can emerge from class discussion, readings, literature, research, and / or personal/professional experience. This inquiry-application paper will include the following sections:

- A brief rationale/ explanation of the reason for choosing the inquiry (half page)
- A literature review of key concepts, theory and philosophy (4 pages)
- A compilation, description and critique of educational programming, models, initiatives and strategies related to your question that have positively impacted FNMI student achievement and overall wellbeing. You may also want to include a description of national, provincial, district, school or classroom leadership strategies that have supported FMNI student learning and innovative initiatives. This will include a reference list (see below) that includes supportive visuals, links, and other media of relevance to the inquiry (4 pages). Please ensure that you have provided an answer or possible solution to your inquiry.

Assignment Due Date: S04- Oct. 29th, S11- Oct. 28th

Findings of the inquiry project will be presented in a **digital folder to be submitted via email (gelowan@ucalgary.ca)** on or before the date due. Students who choose to contribute to the development of a “best practices portfolio” may do so by posting their inquiry papers on Blackboard.

General Criteria for Evaluation (See rubric below):

1. Quality and meaningfulness of research question and rationale used in investigation
 - Clarity of presentation of the inquiry
 - Fullness of rationale for the inquiry
 - Meaningfulness to pre-service teachers within the discipline
2. Overall presentation of findings
 - Organization, clarity, and succinctness
 - Specificity of references made to resources
 - Strength of summary of findings
3. Resources and other elements selected and used in presentation of inquiry question and findings
 - Effectiveness of depicting issues raised in inquiry
 - Clear, relevant, and striking use of visuals and/or technology and media
 - Significance, relevance, and synthesis of resources
4. Quality of Writing
 - Persuasiveness and fluency in integrating and articulating ideas
 - Clarity of written language
 - Adherence to APA standards for references and citations

Final Inquiry Paper Rubric

	80% to 100% (B+ to A+) Indicates work that:	70% to 79% (B- to B) Indicates work that:	60% to 69% (C to C+) Indicates work that:	50% to 59% (D to C-) Indicates work that:	Below 50% (F) Indicates work that:
Quality of research question and rationale	Presents a significant research question with a clear rationale	Is guided by a good research question with a supporting rationale	Presents a roughly sketched research question in need of some refinement, a somewhat developed rationale,	Presents a research question lacking clarity and in need of considerable refinement, insufficient rationale,	Presents no research question or a research question with no focus, little or no rationale,
Overall presentation of findings	Presents exceptional explication of findings that are organized, well written, and supported.	Is generally well written with developed findings that are paired with research support and some examples.	Presents findings that are lacking in some clarity, development, and or examples.	Presents findings that lack clarity, development and / or examples.	Presents no findings or findings with no clarity and / or examples
Inclusion of resources and other supportive elements	Employs engaging and clearly connected visuals and other resources	Employs mainly relevant and strong visuals and other resources.	Employs many images and files, but may not be complete or may hold examples that are not connected to the project.	Employs insufficient supporting content and appears incomplete/ examples are not connected to the project.	Presents no additional resources/ clear lack of content, no examples or examples lack clear connections to the project
Writing quality	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language and adherence to APA standards	Demonstrates strong ability to integrate and articulate ideas; strong clarity of written language and adherence to APA standards	Demonstrates acceptable ability to integrate and express ideas; satisfactory written language and adherence to APA standards	Demonstrates limited ability to integrate and express ideas; marginal written language and adherence to APA standards	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language and adherence to APA standards

OTHER IMPORTANT INFORMATION

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; generally insufficient preparation for subsequent courses in the same subject
D	1.0	50-51	
F	0.0	≤ 49	Fail – unsatisfactory performance or failure to meet course requirements

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.

Email and Telephone Inquiries will be responded to within two business days.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required. No audio or visual recording of class activities is permitted without previous consent of the instructor.**

Cell Phones, Laptops, Tablets etc...: As a courtesy to the instructor and your peers, please turn off all cell phones during class and only use personal computers or other devices if they are related to class activities. If you need to attend to an urgent matter, please feel free to excuse yourself from class.

Campus Security: provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the Safe Walk program for students attending classes on campus. For more information please visit <http://www.ucalgary.ca/security/> or telephone (403) 220-5333.

Safewalk: Promoting Campus Safety and Awareness: Twenty-four hours a day, seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff, and campus visitors. Safewalks are done in male/female pairs. The volunteers walk anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital, and the University LRT station). To request a Safewalk volunteer to walk with you:

- Call 403.220.533 (24 hours per day, seven days per week, 365 days per year)
- Use the Help Phones (they are **NOT** just for emergencies)
- Approach an on-duty Safewalker and request a walk

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 assignments, or submit/return assignments as electronic files attached to private email message.

Intellectual Honesty/Plagiarism:

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. As a result, cheating or plagiarism on any assignment or examination is regarded as an extremely serious offence, the penalty for which may be an F on the assignment and possible also an F in the course, academic probation, or requirement to withdraw,

The University of Calgary Calendar states that plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another's for one's own in an examination or test), (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data, and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence. Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the students' work are taken from external sources, footnotes, or other recognized forms of citation must be used for this purpose.

Cheating is an extremely serious academic offence. Cheating on tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, or other written material or mechanical or electronic device not

authorized by the examiner; writing an examination or part of it or consulting any person or materials outside the confines outside of the examination room without permission to do so or leaving answer papers exposed to view or persistent attempts to read other students' examination papers.

Other Academic Misconduct includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

Emergency Evacuation/Assembly Points for the Education Block and Education Tower: Scurfield Hall (primary assembly point); Atrium Professional Faculties Food Court (alternate assembly point)

Student Union Representative: The faculty of education representative for 2013-2014 is Kimberley Lawrence, eudcrep@su.ucalgary.ca.

Student Ombudsman's Office: www.su.calgary.ca/page/quality-education/academic-services/student-rights