

University of Calgary
Werklund School of Education
Office of Graduate Programs in Education

EDER 603.31
ENACTING INDIGENOUS RESEARCH METHODS
Winter 2015

Instructor: Dr. Greg Lowan-Trudeau

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Office Hours: By appointment

Term Dates: January 12 – April 15

Class times and room: Tuesday, 1:00 – 3:50 pm in EDT 146

COURSE DESCRIPTION:

Indigenous research is a dynamic and rapidly expanding field of study and practice. This course invites students to explore and apply their understanding of the relationship between Indigenous research methodologies and methods through in-depth review of literature, independent study, critical discussion, experiential learning, and assignments.

LEARNER OUTCOMES:

Participants in this course will be invited to critically engage with literature, class discussions, experiential activities, and written and oral assignments in order to critically explore and demonstrate understanding of:

- Historical considerations for Indigenous research methods
- Researcher and participant reflexivity, responsibility, respect, and reciprocity
- Relationships between quantitative, qualitative, and Indigenous research
- Collaborative and community-based approaches to Indigenous research
- Research ethics in Indigenous contexts
- Technological considerations and applications in Indigenous research
- Collection, interpretation, presentation, and evaluation of research findings

- **NB:** Please also note that we will be engaging with potentially sensitive and/ or provocative issues. Therefore, the foundational objective of this course is to foster a safe and respectful physical, intellectual, emotional, and spiritual space for all participants. I expect all students to demonstrate awareness of and respect for this objective.

COURSE DESIGN AND DELIVERY: In person blended with support from D2L

REQUIRED READINGS:

Articles and resources as indicated in the course schedule (below) will be accessible electronically (via D2L) and/or placed on reserve in the library.

ADDITIONAL RECOMMENDED READINGS:

- Denzin, N., Lincoln, Y. & Smith, L.T. (2008). *Handbook of critical and Indigenous methodologies*. Thousand Oaks, CA: Sage.
- Kirby, S.L., Greaves, L. & Reid, C. (2010). *Experience, research social change: Methods beyond the mainstream (2nd Ed.)*. Toronto, ON: U of T Press.
- Kovach, M. (2010). *Indigenous methodologies*. Toronto, ON: U of T Press.
- Smith, L.T. (2012) *Decolonizing methodologies: Research and indigenous peoples*. New York: Zed Books.
- Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax, NS: Fernwood Publishers.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 01/13	Intro/ Welcome: What do we know?	<ul style="list-style-type: none"> • Wilson, S. (2001). What is Indigenous research methodology? <i>Canadian Journal of Native Education</i>, 25(2), 175-179. • Ray, L. (2012). Deciphering the "Indigenous" in Indigenous research methodologies. <i>AlterNative</i>, 8(1), 85-98. 	
Week 2 01/20	Locating Ourselves	<ul style="list-style-type: none"> • Innes, R.A. (2009). "Wait a second: Who are you anyways?" The insider/ outsider debate and American Indian Studies. <i>The American Indian Quarterly</i>, 93(4), 440-461. 	
Week 3 01/27	Qualitative, Quantitative & Indigenous Methodologies: A Complex Relationship	<ul style="list-style-type: none"> • Lowan-Trudeau, G. (2012). Methodological métissage: An interpretive Indigenous approach to environmental education research. <i>Canadian Journal of Environmental Education</i>, 17, 113-130. • Tsetta, S., Gibson, V., McDevitt, L., Plotner, S. (2005). Telling a story of change the Dene way: Indicators for monitoring in diamond impacted communities. <i>Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health</i>, 3(1), 59-70. 	
Week 4 02/03	Community-Based Research	<ul style="list-style-type: none"> • Fletcher, C. (2003). Community-based participatory research relationships with Aboriginal communities in Canada: An overview of context and process. <i>Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health</i>, 27-62. • Takano, T (2005). Connections with 	Indigenous Research Critique Due

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		the land: Land-skills courses in Igloolik, Nunavut. <i>Ethnography</i> , 6 (4), 463-486.	
Week 5 02/10	Narrative Research and the Oral Tradition	<ul style="list-style-type: none"> • Pualani Louis, R. (2007). Can you hear us now? Voices from the margin: Using Indigenous methodologies in geographic research. <i>Geographical Research</i>, 45(2), 130-139. • Mucina, D.D. (2011). Story as research methodology. <i>AlterNative</i>, 7(1), 1-14. • Keeshig-Tobias, L. (1997). Stop stealing Native stories. In B.H. Ziff & P.V. Rao (Eds.) <i>Borrowed Power: Essays on Cultural Appropriation</i> (pp. 71-73). New Brunswick, NJ: Rutgers University Press. 	
Week 6 02/17	Reading Break	No Class Meeting	
Week 7 02/24	Collaborative Research	<ul style="list-style-type: none"> • Lassiter, L.E. (2005). Collaborative ethnography and public anthropology. <i>Current Anthropology</i>, 46(1), 83-106. • Natcher, D. & Hickey, C.G. (2002). Putting the community back into community-based resource management: A criteria and indicators approach to sustainability. <i>Human Organization</i>, 61(4), 350-363. 	
Week 8 03/03	Technology and Indigenous Research	<ul style="list-style-type: none"> • Buchtman, L. (2000). Digital songlines: The use of modern communication technology by an Aboriginal community in remote Australia. <i>Prometheus: Critical Studies in Innovation</i>, 18(1), 59-74. • Iseke, J. (2011). Indigenous digital storytelling in video: Witnessing with Alma Desjarlais. <i>Equity & Excellence in Education</i>, 44(3), 311-329. 	Final Inquiry Proposal Due
Week 9 03/10	Indigenous Research Ethics	<ul style="list-style-type: none"> • Battiste, M. (2008). Research ethics for protecting Indigenous knowledge and heritage: Institutional and researcher responsibilities. In N. Denzin, Y. Lincoln & L.T. Smith (Eds.) <i>Handbook of critical and Indigenous methodologies</i> (pp. 497-510). Thousand Oaks, CA: Sage. • TCPS2 (Ch. 9) *Freely available at: (http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/) 	
Week 10 03/17	Interpretation and Presentation of Findings	<ul style="list-style-type: none"> • Eisner, E. (1997). The promise and perils of alternative forms of data representation. <i>Educational</i> 	

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		<p><i>Researcher</i>, 26(6), 4-10.</p> <ul style="list-style-type: none"> • Lawrence-Lightfoot, S. (2005). Reflections on portraiture: A dialogue between art and science. <i>Qualitative Inquiry</i>, 11(3), 3-15. • Sinclair, N. J. (2013). Oshki ishkode, new fire. <i>Prairie Fire</i>, 34(1). • Creating a Curriculum of Métissage (website): http://www.ccfi.educ.ubc.ca/publication/insights/v07n02/metissage/metiscript.html 	
Week 11 03/24	Looking Back, Moving Forward: Assessing/ Evaluating Indigenous Research	<ul style="list-style-type: none"> • Bishop, R. (1998). Freeing ourselves from neo-colonial domination in research: A Maori approach to creating knowledge. <i>International Journal of Qualitative Studies in Education</i>, 11(2), 199-219. • Creswell, J.W. & Miller, D.L. (2000). Determining validity in qualitative inquiry. <i>Theory Into Practice</i>, 39(3), 124-130. 	
Week 12 03/31	TBA		
Week 13 04/07	Final Presentations		Final Presentations
Week 14 04/14	Final Presentations/ Debrief/ Celebrate		Final Presentations Final Inquiry Due

NB: CHANGES TO SCHEDULE

Please note that changes to the schedule may occur in response to student questions and conversations.

LEARNING TASKS AND ASSESSMENT

NB: Completion of all assigned tasks is required for a passing grade in the course.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	GROUPING FOR TASK
Learning Task #1	Indigenous Research Critique	25%	Individual
Learning Task #2	Final Inquiry Proposal	20%	Individual
Learning Task #3	Final Inquiry	40%	Individual
Learning Task #4	Final Presentation	15%	Individual

LEARNING TASK GUIDELINES:

- Unless otherwise indicated, all assignments are due by the end of the day on the assigned date **in electronic copy (send to: gelowan@ucalgary.ca)**
- In-text citations and a reference list are expected for all written assignments following current **APA (6th) standards**. The APA manual is available through the U of C Library and the bookstore. There are also a variety of free and easily accessible websites that provide basic APA guidelines such as:
<http://owl.english.purdue.edu/owl/resource/560/01/>
- In order to present your ideas in the most lucid and succinct manner possible, please have your written assignments **peer-reviewed/ edited prior to submission**. If needed, support is available through the Academic Success Centre.
- As per university guidelines, late assignments will not be accepted without documentation of extenuating circumstances
- Please see the instructor **as soon as possible** for clarification or modification of any assignment details or discussion of extenuating circumstances.

Learning Task #1: Indigenous Research Critique (25%) Due: 02/03

- Search academic journals for an example of Indigenous research.
- Based on previous experiences, course readings, and in-class discussions to date, provide a brief overview and critique of the study. Consider questions such as:
 - Do you trust the findings of this study? Why? Why not? Which aspects were well done? Which weren't? Is there anything else that you'd like to know?
- 4-5 pages double-spaced

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Key criteria for this assignment include:

- Providing a comprehensive overview and discussion of the selected study
- Sharing critical insights that draw on relevant literature, class discussions and personal experiences
- Presenting your written work in an articulate and succinct manner
- Demonstrating meaningful engagement with and reflection on the study you have selected as it relates to the field of Indigenous research.

This assignment will be assessed using the following rubric:

	85% to 100% (A- to A+) Indicates work that:	70% to 84% (B- to B+) Indicates work that:	55% to 69% (C- to C+) Indicates work that:	45% to 54% (D- to D+) Indicates work that:	Below 45% (F) Indicates work that:
Overview	Provides a superb and comprehensive overview of the selected study	Provides a strong overview of the selected study	Provides a weak overview of the selected study	Provides a limited overview of the selected study	Provides an incomplete overview of the selected study
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.

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	and discussions.				
Written Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language.	Demonstrates strong ability to integrate and articulate ideas through strong written language.	Demonstrates weak ability to integrate and express ideas; weak written language.	Demonstrates limited ability to integrate and express ideas; marginal written language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations.	Demonstrates strong personal engagement and initiative, and meets expectations.	Demonstrates weak personal engagement that does not meet expectations.	Demonstrates limited engagement that does not meet expectations.	Demonstrates insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong – of an acceptable standard met by many students at this level.	Is weak- of an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.

Learning Task #2: Final Inquiry Proposal (20%): Due: 03/03

- After considering the options for the final inquiry (see below), compose and submit a brief proposal outlining your plan for successful completion of this assignment.
- 2-3 pages double-spaced

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Key evaluation criteria for this assignment include:

- Providing an organized proposal for your final inquiry grounded in relevant literature, class discussions, and personal experiences
- Presenting your written work in an articulate, critical, and succinct manner
- Demonstrating meaningful engagement with and reflection on the topic you have selected as it relates to the field of Indigenous research.

This assignment will be assessed using the following rubric:

	85% to 100% (A- to A+) Indicates work that:	70% to 84% (B- to B+) Indicates work that:	55% to 69% (C- to C+) Indicates work that:	45% to 54% (D- to D+) Indicates work that:	Below 45% (F) Indicates work that:
Preparedness	Provides an exceptionally organized and comprehensive proposal based on deep understanding of content, literature, and research	Provides an organized proposal based on strong understanding of content, literature, and research	Provides a poorly organized proposal based on weak understanding of content, literature, and research	Provides an inadequately organized proposal based on limited understanding of content, literature, and research .	Provides an insufficiently organized proposal based on inadequate and/ or incomplete understanding of content, literature, and research
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language.	Demonstrates strong ability to integrate and articulate ideas through strong written language.	Demonstrates weak ability to integrate and express ideas; weak written language.	Demonstrates limited ability to integrate and express ideas; marginal written language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations.	Demonstrates strong personal engagement and initiative, and meets expectations.	Demonstrates weak personal engagement that does not meet expectations.	Demonstrates limited engagement that does not meet expectations.	Demonstrates insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong – of an acceptable standard met by many students at this level.	Is weak- of an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.

Learning Task #3: Final Inquiry (40%): Due: 04/14

Choose **one** of either:

a) Research Proposal

- Develop a research proposal relevant to your current interests that could serve as a *starting point* (pending further consultation with your supervisory committee) for a future study.
- Your proposal should include:
 - A brief background on you, the topic you propose to study and the lens/ paradigm/ worldview that will guide your approach
 - A purpose statement
 - Your research questions
 - A review of relevant literature from assigned readings *and* outside sources
 - Your proposed methodology and methods for data collection, interpretation, and presentation
 - A discussion of ethical considerations for your proposed inquiry
- Draw on course materials *and* outside resources
- 15 pages double-spaced max.

b) Research Paper

- Following consultation with the instructor, research and critically explore in-depth a key issue, question, and/or concept relevant to Indigenous research methodologies and/or methods
- Please refer to course readings, activities, and discussions *in addition to* substantive outside resources
- 15 pages double-spaced max

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Key evaluation criteria for this assignment include:

- Demonstrating understanding of relevant assigned and outside literature, class discussions, and personal experiences as they relate to your selected topic
- Presenting your written work in an articulate, critical, and succinct manner
- Demonstrating meaningful engagement with and reflection on the topic you have selected as it relates to the field of Indigenous research.

This assignment will be assessed using the following rubric:

	85% to 100% (A- to A+) Indicates work that:	70% to 84% (B- to B+) Indicates work that:	55% to 69% (C- to C+) Indicates work that:	45% to 54% (D- to D+) Indicates work that:	Below 45% (F) Indicates work that:
Understanding	Demonstrates a superb and comprehensive understanding of content, literature, and research	Demonstrates a strong understanding of content, literature, and research	Demonstrates a weak understanding of content, literature and research	Demonstrates limited understanding of the content, literature, research, subject matter, and texts.	Demonstrates incomplete understanding of the content, literature, research, subject matter, and texts.
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written Expression	Demonstrates exceptional ability to	Demonstrates strong ability	Demonstrates weak ability to integrate and	Demonstrates limited ability to integrate	Demonstrates insufficient ability to

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	integrate and articulate ideas persuasively and fluently; exceptional clarity in written language.	to integrate and articulate ideas through strong written language.	express ideas; weak written language.	and express ideas; marginal written language.	integrate and express ideas; unsatisfactory written language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations.	Demonstrates strong personal engagement and initiative, and meets expectations.	Demonstrates weak personal engagement that does not meet expectations.	Demonstrates limited engagement that does not meet expectations.	Demonstrates insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong – of an acceptable standard met by many students at this level.	Is weak- of an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.

Learning Task #4: Final Inquiry Presentation (15%) *Due: Final Two Days of Class (04/07 or 14)
 Present a short (fifteen minute max) summary of your final inquiry paper

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

Key evaluation criteria for this assignment include:

- Demonstrating understanding of relevant assigned and outside literature, class discussions, and personal experiences as they relate to your selected topic
- Presenting your written and oral work in an articulate, critical, succinct and engaging manner
- Demonstrating meaningful engagement with and reflection on the topic you have selected as it relates to the field of Indigenous research.

This assignment will be assessed using the following rubric:

	85% to 100% (A- to A+) Indicates work that:	70% to 84% (B- to B+) Indicates work that:	55% to 69% (C- to C+) Indicates work that:	45% to 54% (D- to D+) Indicates work that:	Below 45% (F) Indicates work that:
Understanding	Demonstrates a superb and comprehensive understanding of content, literature, and research	Demonstrates a strong understanding of content, literature, and research	Demonstrates a weak understanding of content, literature and research –	Demonstrates limited understanding of the content, literature, research, subject matter, and texts.	Demonstrates incomplete understanding of the content, literature, research, subject matter, and texts.
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written and Oral Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written and oral language.	Demonstrates strong ability to integrate and articulate ideas through strong use of written and oral language.	Demonstrates weak ability to integrate and express ideas; satisfactory written and oral language.	Demonstrates limited ability to integrate and express ideas; marginal written and oral language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written and oral language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations.	Demonstrates strong personal engagement and initiative, and meets expectations.	Demonstrates weak personal engagement that does not meet expectations.	Demonstrates limited engagement that does not meet expectations.	Demonstrates insufficient engagement.
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level.	Is strong – of an acceptable standard met by many students at this level.	Is weak- of an unacceptable standard met by some students at this level.	Is unacceptable- attained by few students at this level.	Does not meet basic requirements.

GRADUATE PROGRAMS IN EDUCATION: GRADING SCALE

Distribution of Grades*			
Grade	GP Value	Percent	Graduate Description
A+	4.0	95 - 100	Outstanding
A	4.0	90 - 94	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.7	85 - 89	Very good performance
B+	3.3	80 - 84	Good performance
B	3.0	75 - 79	Satisfactory performance. <i>Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program.</i>
B-	2.7	70 - 74	Minimum pass for students in the Faculty of Graduate Studies
C+	2.3	65 - 69	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.0	60 - 64	
C-	1.7	55 - 59	
D+	1.3	50 - 54	
D	1.0	45 - 49	
F	0.0	< 45	

*Based upon Faculty of Graduate Studies 2014/2015 Calendar, "Distribution of Grades"

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

Werklund School of Education Appeals Policy and Process

- <http://werklund.ucalgary.ca/gpe/werklund-school-education-appeals-policy-amp-process>

Universal Student Ratings of Instruction (USRIs)

Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

- Plagiarism + academic misconduct: <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>
- Intellectual Honesty: <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html>
- Integrity: <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html>
- Research Ethics <http://www.ucalgary.ca/research/researchers/ethics-compliance>
- Grad Skills: <http://grad.ucalgary.ca/mygradskills>
- Intellectual Property: <http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property>
- Student Success: <http://www.ucalgary.ca/ssc/>

Graduate Studies Calendar, Excerpts on Plagiarism:

O.1.a) Definitions

1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not.

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Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.

(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.

O.1.b) Penalties, can include and are not limited to:

1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.

2. Disciplinary probation.

3. Suspension.

4. Expulsion.

Copyright: All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines: <http://library.ucalgary.ca/copyright>

Academic Accommodations – It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

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

The **Freedom of Information Protection of Privacy Act** (FOIPP) 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 e-mail message.

The US Patriot Act - In order that you can make informed decisions about what technologies, services and tools you will use for the completion of course assignments, and any other learning tasks (i.e., online discussions) please note that under the United States Patriot Act course work published using services or tools subject to the US Patriot Act can be seized with disclosure, and you may not be permitted to inform anyone but your legal counsel. If seizure under the US Patriot Act was to occur, and you lost coursework / assignments that were stored on a US server, it may compromise your successful completion of learning tasks and the course.

Please familiarise yourself with the University of Calgary's website on "Privacy and the Online Academic Environment" <http://lcr.ucalgary.ca/privacy> and familiarise yourself with the US-Patriot Act.

Emergency Evacuation Assembly Points - For both the Education Tower and Education Block, use the Scurfield Hall Atrium (Primary) or Professional Faculties Foodcourt. See: <http://www.ucalgary.ca/emergencyplan/assemblypoints>