

EDUC 525: Ethics and Law in Education
Summer, 2024

Class Dates: MTWRF, July 8-19, 2024, from 9:00 am - 11:50 am

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

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

Office Hours: By appointment only

COURSE DESCRIPTION:

This course equips pre-service teachers with the essential knowledge and skills to navigate the complex ethical and legal landscape of the Alberta education system. Through a combination of theoretical exploration, case study analysis and practical application, participants will develop a strong foundation in professional ethics, legal rights, and responsibilities.

LEARNER OUTCOMES:

Upon completion of this course, students will be able to:

1. Understand and apply the core principles of educational ethics, including respect for diversity, inclusion, and professional integrity.
2. Identify and explain the legal rights and responsibilities of teachers, students, parents, and school administrators in Alberta.
3. Analyze and respond to ethical and legal dilemmas commonly encountered in the classroom and school setting.
4. Develop strategies for ethical decision-making and professional growth throughout their teaching careers.

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

REQUIRED READINGS:

- Donlevy, J. K., Gereluk, D., & Brandon, J. (2018). Trigger warnings, freedom of speech, and academic freedom in higher education. *Education Law Journal*, 28(1), 1–41.
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_2171142737
- Forster, D. & Maxwell, B. (2022). Using codes of professional ethics and conduct in teacher education: Pitfalls and best practice. In Eaton, S.E., Khan, Z.R. (Eds.), *Ethics and Integrity in Teacher Education* (vol. 3, 25-42). Springer.
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3515473&site=ehost-live&ebv=EB&ppid=pp_25
- Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. *California Management Review*, 61(4), 5-14. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0008125619864925>
- Kendrick, A.H. & Scott, D. (2021). Time out with Matt and Melissa: Dr. Sarah Eaton. *Ed Students in Conversation Podcast Series*. https://voiced.ca/podcast_episode_post/ep-3-time-out-with-matt-and-melissa-academic-integrity-with-dr-sarah-eaton/
- Learning Disabilities Association of Ontario. (2013). *Educational implications of Supreme Court ruling on Moore case*. <https://www.ldao.ca/educational-implications-of-recent-supreme-court-ruling/>
- Markkula Center for Applied Ethics (2021). A framework for ethical decision making.
<https://www.scu.edu/ethics/ethics-resources/a-framework-for-ethical-decision-making/>
- Marthur, S.R. & Corley, K. M. (2014). Bringing ethics into the classroom: Making a case for frameworks, multiple perspectives and narrative sharing. *International Education Studies* 7(9), 136-147.
<https://files.eric.ed.gov/fulltext/EJ1070987.pdf>
- Maxwell, B., Gereluk, D., & Martin, C. (2022). Teaching, a profession? In *Professional Ethics and Law in Education* (19-35). Canadian Scholars. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=30257776&ppg=35>
- Maxwell, B., Gereluk, D., & Martin, C. (2022). *Professional ethics and law in education: A Canadian guidebook*. Canadian Scholars. https://canadianscholars.ca/book/professional-ethics-and-law-in-education/Chapter_3 <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=30257776&ppg=53>
- Maxwell, B. (2018). When teachers' off-duty creative pursuits conflict with role model expectations: A critical analysis of Shewan. *Interchange* 49, 161–178. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10780-018-9320-y>
- Ontario Justice Education Network. (n.d.). Landmark case: Sniffer dogs, school searches, and the charter. R. v. A.M. <https://ojen.ca/wp-content/uploads/A.M.-English.pdf>
- Tomlinson, J. McGlashan, R., Aubin, K., Edwards D., & Berhane, S. (2013). *Kids may be kids, but adults oversee: The liability of adult supervisors for child injuries*.
<https://mccagueborlack.com/uploads/articles/149/liability-child-injuries.pdf?1382629874>

RELEVANT LEGISLATION:

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

- Calgary Board of Education. (2023). *Academic integrity*. <https://cbelearn.cbe.ab.ca/academic-integrity>
- Calgary Board of Education. (2024). *Collective Agreement between the Calgary School Division and the Alberta Teachers' Association*. <https://cbe.ab.ca/careers/Documents/Collective-Agreement-CBE-ATA.pdf>
- Government of Canada. (2022). *Guide to the Canadian Charter of Rights and Freedoms*. <https://www.canada.ca/en/canadian-heritage/services/how-rights-protected/guide-canadian-charter-rights-freedoms.html>
- Province of Alberta. (2012). *Education act*. Alberta King's Printer. <https://kings-printer.alberta.ca/documents/Acts/e00p3.pdf>
- Province of Alberta. (2000). *Teaching profession act*. Alberta King's Printer. <https://kings-printer.alberta.ca/documents/acts/t02.pdf>
- Province of Alberta. (2023). *Occupational health and safety act*. <https://open.alberta.ca/publications/o02p2>

SUPPLEMENTAL READINGS:

- Battiste, M. (1998). Enabling the autumn seed: Toward a decolonized approach to Aboriginal knowledge, language, and education. *Canadian Journal of Native Education*, 22(1), 16–27. <https://ezproxy.lib.ucalgary.ca/login?url=https://www.proquest.com/scholarly-journals/enabling-autumn-seed-toward-decolonized-approach/docview/230302956/se-2?accountid=9838>
- Council of Ministers of Education. (n.d). Fair Dealing Decision Tool. <https://www.fairdealingdecisiontool.ca/>
- Eaton, S.E. & Khan, Z.R. (2022). *Ethics and integrity in teacher education*. Springer. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3515473&site=ehost-live>
- Gilliss, G., et al. (2012). *Teaching profession*. The Canadian Encyclopedia. <https://www.thecanadianencyclopedia.ca/en/article/teaching-profession>
- Historica Canada. (2023). *History of education in Canada*. The Canadian Encyclopedia. <https://www.thecanadianencyclopedia.ca/en/article/history-of-education>
- Noel, W. & Snel, J. (2016). *Copyright matters! Some key questions and answers for teachers* (4th ed.). http://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf
- The Alberta Teachers' Association. (2005). *The early history of the Teachers' Association*. <https://shorturl.at/xzANV>

SELECTED CASE STUDIES:

- Appeal Court of Alberta (1997). *Grande Yellowhead Regional School Division v. Leeson*. <https://www.canlii.org/en/ab/abca/doc/1997/1997abca392/1997abca392.html>
- CBC News. (2001, March 20). *CBE releases report of fatal trip*. <https://www.cbc.ca/news/canada/cbe-releases-report-of-fatal-trip-1.267015>
- Court of Appeal for British Columbia. (2005). *School District No. 44 (North Vancouver) v. Jubran*. <https://www.canlii.org/en/bc/bcca/doc/2005/2005bcca201/2005bcca201.html>
- Court of Appeal of Alberta. (2016). *Edmonton School District No. 7 v. Dorval, 2016 ABCA 8 (CanLII)*. <https://www.canlii.org/en/ab/abca/doc/2016/2016abca8/2016abca8.html?resultIndex=1>
- Court of King's Bench of Alberta. (1993). *Bain v. Calgary Board of Education, 1993 CanLII 7301*. <http://www.canlii.org/en/ab/abqb/doc/1993/1993canlii7301/1993canlii7301.html>
- Court of King's Bench of Alberta. (1987). *Casagrande v. Hinton Roman Catholic Separate School District No. 155, 1987 CanLII 3358 (AB KB)*. <https://canlii.ca/t/28lflk>

- Court of King's Bench of Alberta. (2015). *Elkow v. Sana*, 2015 ABQB 803 (CanLII). <https://canlii.ca/t/gmnjt>
- Court of King's Bench of Alberta. (1984). *R. v. Keegstra*, 1984 CanLII 1313 (AB KB). <https://canlii.ca/t/2bnwz>
- Fawcett, M. (2019, December 2019). Jason Kenney's 'triggered' culture reaches Alberta students. *Maclean's*. <https://macleans.ca/opinion/jason-kenneys-trigger-culture-reaches-alberta-students/>
- Fleming, K. (2023, February 1). Strathcona-Tweedsmuir School honours 7 students killed in 2003 avalanche. *CTV News*. <https://calgary.ctvnews.ca/strathcona-tweedsmuir-school-honours-7-students-killed-in-2003-avalanche-1.6255669>
- MacVicar, A. (2022, March 28). Alberta Teachers' Association concerned over potential removal of teacher disciplinary process. *Global News*. <https://shorturl.at/apCI6>
- Provincial Court of Alberta. *HRM v. Fevry*. <https://canlii.ca/t/h2qf7>
- Right to Education Project. (2017). Case law summary: Moore vs. British Columbia (Education). https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_Moore_v_British_Columbia_2017_En.pdf
- Supreme Court of British Columbia. (1986). *Abbotsford Sch. Dist. 34 (Bd. of School Trustees) v. Shewan*, 1986 CanLII 879 (BC SC). <https://www.canlii.org/en/bc/bcsc/doc/1986/1986canlii879/1986canlii879.html>
- Supreme Court of British Columbia. (2020). *Servatius v Alberni School District No. 70*, 2020 BCSC 15 (CanLII). <https://www.canlii.org/en/bc/bcsc/doc/2020/2020bcsc15/2020bcsc15.html>
- Supreme Court of Canada. (2020). *Conseil scolaire francophone de la Colombie-Britannique v. British Columbia*, 2020 SCC 13 (CanLII), [2020] 1 SCR 678. <https://www.canlii.org/en/ca/scc/doc/2020/2020scc13/2020scc13.html>
- Supreme Court of Canada. (1968). *McKay et al. v. Board of Govan School Unit No. 29*. <http://www.canlii.org/en/ca/scc/doc/1968/1968canlii76/1968canlii76.html>
- Supreme Court of Canada. (1998). *R. v. M. (M.R.)*, 1998 CanLII 770. <http://www.canlii.org/en/ca/scc/doc/1998/1998canlii770/1998canlii770.html>
- Supreme Court of Canada. (1987). *Reference re Bill 30, An Act to Amend the Education Act (Ont.)*. <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/228/index.do>
- Supreme Court of Canada. (1996). *Ross v. New Brunswick School District No. 15*, 1 SCR 825. <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/1367/index.do>
- Supreme Court of Canada. (2012). *S.L. v. Commission scolaire des Chênes*, 2012 SCC 7 (CanLII), [2012] 1 SCR 235. <https://www.canlii.org/en/ca/scc/doc/2012/2012scc7/2012scc7.html>
- Supreme Court of Canada. (2013). *Saskatchewan (Human Rights Commission) v. Whatcott*, 2013 SCC 11. <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/12876/index.do>
- The Alberta Teachers' Association. (2005). *A duty to protect: Creating safe places for gay and lesbian students*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2039/Number%2017/In%20the%20News/Pages/A%20duty%20to%20protect.aspx>
- The Alberta Teachers' Association. (2019, September 24). *Pitfalls and precautions: Be careful what you share from your personal life: Pitfalls and precautions*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol54/Number-7/Pages/Pitfalls-and-Precautions.aspx>
- The Alberta Teachers' Association. (2010, January 26). *Pitfalls and precautions: Attending convention is a teachers' professional responsibility*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2044%202009-10/Number%2010/In%20the%20News/Pages/PitfallsandPrecautions.aspx>
- The Alberta Teachers' Association. (2016, October 11). *Pitfalls and precautions: Teachers acting as concerned parents must adhere to conduct code*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number4/Pages/Pitfalls-and-precautions.aspx>
- The Alberta Teachers' Association. (2019, March 20). *Pitfalls and precautions: Physical contact with students always problematic*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol53/Number-10/Pages/Pitfalls-and-Precautions.aspx>

The Alberta Teachers' Association. (2017, May 16). *Pitfalls and precautions: Profession has no tolerance for undermining colleagues*. <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number-17/Pages/Pitfalls-and-Precaution-Profession-has-no-tolerance-for-undermining-colleagues.aspx>

The Alberta Teacher's Association (2023, April 4). *ATA News: New discipline process puts ATA in your corner*. <https://teachers.ab.ca/news/new-discipline-process-puts-ata-your-corner>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Task 1	<p><i>Part I – Research a Case Study:</i> Working in pairs, students choose a case study to research using a template provided.</p> <p><i>Part II – Discussion Facilitation and Synthesis:</i> Each pair leads a 30-minute small group discussion on their case and then submits a synthesis of the discussion.</p>	Group	50%	See learning task overview
Task 2	Ethical decision-making and professional growth paper	Individual	50%	July 25

WEEKLY COURSE SCHEDULE

Date	Topics	Reading / Tasks/ Due Dates
Day 1 July 8	<p>Introduction to Ethics and Law in Education</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • The “why” • Definitions • Ethical frameworks • Sources of law overview 	<p>Required Readings:</p> <p>Forster, D. & Maxwell, B. (2022). Using codes of professional ethics and conduct in teacher education: Pitfalls and best practice. In Eaton, S.E., Khan, Z.R. (Eds.), <i>Ethics and Integrity in Teacher Education</i> (vol. 3, 25-42). Springer. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3515473&site=ehost-live&ebv=EB&ppid=pp_25</p> <p>Marthur, S.R. & Corley, K. M. (2014). Bringing ethics into the classroom: Making a case for frameworks, multiple perspectives and narrative sharing. <i>International Education Studies</i> 7(9), 136-147. https://files.eric.ed.gov/fulltext/EJ1070987.pdf</p>
Day 2 July 9	<p>Professional Ethics for Teachers</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • ATA Code of Professional Conduct • Ethical dilemmas • Professional boundaries 	<p>Required Readings:</p> <p>Maxwell, B. (2018). When teachers' off-duty creative pursuits conflict with role model expectations: A critical analysis of Shewan. <i>Interchange</i> 49, 161–178. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10780-018-9320-y</p>

		<p>Alberta Education. (2023). <i>Code of Professional Conduct</i>. https://open.alberta.ca/dataset/9aae1037-3259-4bc6-a216-808238bcb913/resource/32eac3a3-b479-41b5-a59e-faadf8a22d62/download/educ-code-of-professional-conduct-for-teachers-and-teacher-leaders.pdf</p> <p>Alberta Education. (2023). <i>Teaching quality standard</i>. https://open.alberta.ca/publications/teaching-quality-standard</p>
<p>Day 3 July 10</p>	<p>Legal Rights and Responsibilities of Teachers</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Legal rights of teachers • Collective Agreement • The role of the ATA 	<p>Gilliss, G., et al. (2012). <i>Teaching profession</i>. The Canadian Encyclopedia. https://www.thecanadianencyclopedia.ca/en/article/teaching-profession</p> <p>Maxwell, B., Gereluk, D., & Martin, C. (2022). Teaching, a profession? In <i>Professional Ethics and Law in Education</i> (19-35). Canadian Scholars. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=30257776&ppg=35</p>
<p>Day 4 July 11</p>	<p>Responsibilities to Students and Families</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • In Loco Parentis • Duty of Care and Standard of Care • Negligence • Duty to report • Preventing Bullying 	<p>Required Readings:</p> <p>Tomlinson, J. McGlashan, R., Aubin, K., Edwards D., & Berhane, S. (2013). <i>Kids may be kids, but adults oversee: The liability of adult supervisors for child injuries</i>. https://mccagueborlack.com/uploads/articles/149/liability-child-injuries.pdf?1382629874</p>
<p>Day 5 July 12</p>	<p>Students' Rights and Freedoms</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Respect for students • Search and seizure • Freedom of expression • Physical Touch 	<p>Required Reading:</p> <p>Ontario Justice Education Network. (n.d.). Landmark case: Sniffer dogs, school searches, and the charter. R. v. A.M. https://ojen.ca/wp-content/uploads/A.M.-English.pdf</p> <p>➤ Read pages 1-4</p> <p>Due date: LT1 Part 1</p>
<p>Day 6 July 15</p>	<p>Fairness: Legal obligations and professional judgment</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Fairness • Bias and discrimination • Human Rights Code 	<p>Required Readings:</p> <p>Right to Education Project. (2017). <i>Case law summary: Moore vs. British Columbia (Education)</i>. https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_Moore_v_British_Columbia_2017_En.pdf</p>

		<p>Learning Disabilities Association of Ontario. (2013). <i>Educational implications of Supreme Court ruling on Moore case.</i> https://www.ldao.ca/educational-implications-of-recent-supreme-court-ruling/</p> <p>Due date: Group A Case Study Research Facilitation</p>
<p>Day 7 July 16</p>	<p>Technology and the Law</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • AI • Copyright • Privacy • Social Media 	<p>Required Readings:</p> <p>Council of Ministers of Education (n.d). Fair Dealing Decision Tool. https://www.fairdealingdecisiontool.ca/</p> <p>Haenlein, M., & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. <i>California Management Review</i>, 61(4), 5-14. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0008125619864925</p> <p>Due date: Group B Case Study Research Facilitation</p>
<p>Day 8 July 17</p>	<p>Ethical Decision-Making in Difficult Situations</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Ethical decision-making models • Case studies involving complex ethical dilemmas 	<p>Required Reading:</p> <p>Markkula Center for Applied Ethics (2021). A framework for ethical decision making. https://www.scu.edu/ethics/ethics-resources/a-framework-for-ethical-decision-making/</p> <p>Due date: Group C Case Study Research Facilitation</p>
<p>Day 9 July 18</p>	<p>Professional Growth and Advocacy</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Continuing education • Professional development • Teacher advocacy organizations • Legal resources 	<p>Maxwell, B, Gereluk, D, & Martin, C. (2022). <i>Professional ethics and law in education: A Canadian guidebook.</i> Canadian Scholars. https://canadianscholars.ca/book/professional-ethics-and-law-in-education/ https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=30257776&ppg=53</p> <p>The Alberta Teacher’s Association (2023, April 4). <i>ATA News: New discipline process puts ATA in your corner.</i> https://teachers.ab.ca/news/new-discipline-process-puts-ata-your-corner</p>

Day 10	Review and Planning for Professional Growth	
July 19	Key Concepts: <ul style="list-style-type: none"> Summarizing key learning points addressing questions setting goals for future professional growth 	

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course. To make the most of this course, we recommend that you complete the required readings and skim through the case studies for each topic before coming to class.

LEARNING TASKS AND ASSESSMENT

There are two required Learning Tasks for this course.

Learning Task 1 (Group): Group Case Study Research Facilitation and Synthesis
Worth: 50%
Due Dates:

Part 1		All	July 12 th
Part 2	Presentation	Group A	July 15 th
		Group B	July 16 th
		Group C	July 17 th
	Synthesis	Group A	July 16 th
		Group B	July 17 th
		Group C	July 18 th

Part 1. Research a Case Study

In this task you are asked to work in pairs within a larger group of six. Each pair is asked to choose one case study from one of three areas below so that each area is covered by the group of six. Each pair will work together to understand their selected case study using a template provided on D2L. The completed template should be uploaded to D2L and posted in your group's D2L discussion thread by the due date. Elements of the template include:

1. Summarizing the key facts of the case in terms of what is known and not known
2. Identifying the specific laws, policies, and mandates implicated in the case
3. Developing 2-3 discussion questions that will help explore the legal and ethical tensions in the case, as well as how it could be viewed through differing schools of ethical thought

List of cases:
1. Teacher Rights and Responsibilities:

- i. Be careful what you share from your personal life: <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol54/Number-7/Pages/Pitfalls-and-Precautions.aspx>
- ii. Honesty is key when using leave time: <https://teachers.ab.ca/news/honesty-key-when-using-leave-time>

- iii. A contract is a contract: <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol53/Number-11/Pages/Pitfalls-and-Precautions-A-contract-is-a-contract.aspx>
 - iv. Breaching test security: <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2037/Number%2014/Pages/Pitfalls%20and%20Precautions.aspx>
2. *Inclusion and Diversity:*
- i. School leaders must observe professional demeanor with colleagues: <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number-14/Pages/Pitfalls-and-Precautions.aspx>
 - ii. No tolerance for teacher's bullying behavior: <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume-51-2016-17/Number-9/Pages/Pitfalls-and-Precaution.aspx>
3. *Creating Safe and Caring School Environments:*
- i. Putting students in the middle is unprofessional: <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Volume%2050%202015-16/Number-7/Pages/Pitfalls-and-Precautions.aspx>
 - ii. Safety is a teacher's obligation: <https://teachers.ab.ca/news/safety-teachers-obligation>
 - iii. Stress doesn't justify unprofessionalism: <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol54/No7/Pages/Pitfalls-and-Precautions.aspx>
 - iv. Abandoning students is never appropriate: <https://legacy.teachers.ab.ca/News%20Room/ata%20news/Vol53/Number-15/Pages/Pitfalls.aspx>

Part II. Discussion Facilitation and Synthesis of the Case Study

In the second part of this task, each pair is asked to facilitate a thirty-minute guided discussion on their case within the larger group of six. During the guided discussion, one member of the pair is asked to facilitate the discussion, while the other is asked to take notes synthesizing key insights from the group discussion that highlight key insights noticed by the other group members. The synthesis should follow APA 7th standards for written expression, grammar, and inclusive language, and include any references made by the group or the facilitator to required course materials such as podcasts, articles, lectures, or other cases. Include a reference page containing all texts cited.

Note that the overall case description and synthesis should be no more than two pages double-spaced. The reference page is in addition to the two pages for writing.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Criteria	90% to 100% (A to A+)	80% to 89% (B+ to A-)	70% to 79% (B- to B)	60% to 69% (C to C+)
Case Summary	Thoroughly summarizes key facts, clearly distinguishing between known and unknown elements.	Clearly summarizes key facts, mostly distinguishing between known and unknown elements.	Summarizes key facts with some distinction between known and unknown elements.	Provides an incomplete summary with little distinction between known and unknown elements.
Identification of Laws, Policies, and Mandates	Accurately identifies and comprehensively explains all relevant laws, policies, and mandates implicated in the case.	Accurately identifies and explains most relevant laws, policies, and mandates implicated in the case.	Identifies some relevant laws, policies, and mandates with basic explanations.	Identifies few or no relevant laws, policies, and mandates with minimal explanations.
Discussion Questions	Develops 2-3 insightful discussion questions that effectively explore legal and ethical tensions, considering differing ethical perspectives.	Develops 2-3 relevant discussion questions that explore legal and ethical tensions, considering some differing ethical perspectives.	Develops 2-3 basic discussion questions that touch on legal and ethical tensions, with limited consideration of differing ethical perspectives.	Develops 2-3 discussion questions or questions that minimally address legal and ethical tensions.
Synthesis	Synthesizes discussion insights clearly and comprehensively, adhering to APA 7th standards and including all relevant references.	Synthesizes discussion insights clearly, mostly adhering to APA 7th standards and including most relevant references.	Synthesizes discussion insights with good clarity, partially adhering to APA 7th standards and including some relevant references.	Provides a minimal synthesis of discussion insights, with poor adherence to APA 7th standards and few relevant references.

2. LEARNING TASK 2: Due: July 25th

In this learning task, you will create a plan that includes strategies for addressing ethical dilemmas and fostering professional growth. The task is divided into three main parts: understanding ethical decision-making, planning for professional growth, and integrating both aspects into a cohesive strategy. Submit your paper adhering to APA 7 guidelines for [student papers](#). Total word count: 1,250 (+/- 10%)

Part 1: Understanding Ethical Decision-Making (≈500 words)

- Drawing on ethical frameworks discussed in class reflect on common ethical dilemmas you might face as a teacher.
- Highlight **one** case study outlining an ethical dilemma in an educational context, and
- Reflect on how you would handle a similar situation in your own teaching practice. Consider your values, relevant legislation (ie. Code of Conduct, TQS, etc.), and the potential impact on students, teachers, and the teaching profession.

Part 2: Planning for Professional Growth (≈500 words)

- Identify short-term and long-term career goals. Consider areas such as pedagogical skills, subject matter expertise, technological proficiency, and leadership abilities.
- Create a plan that outlines specific actions you will take to achieve your goals (ie. attending workshops, conferences, and seminars, pursuing advanced degrees or certification, engaging in reflective practice, such as journaling and peer feedback).

Part 3: Integrating Ethical Decision-Making and Professional Growth (≈250 words)

- End your paper with an explanation of how ethical decision-making and professional growth are interconnected. Provide examples of how ethical considerations influence your professional development and vice versa.
- Highlight **two** actionable strategies that integrate both ethical decision-making and professional growth.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

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

Criteria	90% to 100% (A to A+)	80% to 89% (B+ to A-)	70% to 79% (B- to B)	60% to 69% (C to C+)
Planning for Professional Growth	Identifies ambitious and clearly defined short-term and long-term career goals with specific, actionable steps for achieving them.	Identifies clear and achievable short-term and long-term career goals with specific actions for achieving them.	Identifies good short-term and long-term career goals with general actions for achieving them.	Identifies vague or incomplete career goals with minimal or unclear actions for achieving them.
Integration of Ethical Decision-Making and Professional Growth	Provides a sophisticated analysis of the interconnectedness of ethical decision-making and professional growth with specific, practical examples.	Provides an excellent explanation of the interconnectedness of ethical decision-making and professional growth with practical examples.	Provides an appropriate explanation of the interconnectedness of ethical decision-making and professional growth with some examples.	Provides a minimal explanation of the interconnectedness of ethical decision-making and professional growth with few or no examples.
Actionable Strategies	Highlights two highly effective and actionable strategies that integrate ethical decision-making and professional growth.	Highlights two effective and actionable strategies that integrate ethical decision-making and professional growth.	Highlights one or two basic strategies that integrate ethical decision-making and professional growth.	Highlights minimal or ineffective strategies that integrate ethical decision-making and professional growth.
Clarity and Organization	Presents information clearly and professionally with excellent organization.	Presents information clearly and professionally with good organization.	Presents information with basic clarity and organization.	Presents information with minimal clarity and poor organization.
APA	Uses APA guidelines accurately and consistently, with no errors.	Uses APA guidelines accurately, with minor errors.	Uses APA guidelines with some errors.	Uses APA guidelines inconsistently, with significant errors.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

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

LATE SUBMISSIONS

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

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	

B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

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

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

Academic Misconduct

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

Attendance/ Prolonged Absence

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

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

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

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

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit
<https://www.ucalgary.ca/registrar/registration/course-outlines>

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

Werklund SU Representative is TBA, educrep@su.ucalgary.ca.