

**University of Alberta
Department of Secondary Education**

**EDSE 422 Lec B1
CURRICULUM & TEACHING FOR SECONDARY SCHOOL
DRAMA MAJORS II
&
EDSE 451 Lec B04
INTEGRATING THEORY & CLASSROOM PRACTICE**

COURSE OUTLINE - Winter 2015

**EDSE 422 Tuesdays & Wednesdays, 9:00 a.m. to 12:20 p.m.
EDSE 451 Mondays Jan. 5, 12, 19 & 26 and Thursday Feb. 5, 9:00-11:40 a.m. (plus
20 CSL hours scheduled through negotiation between students and their CSL
partner organization)
Room 4-104 Education North**

Instructors:

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Office hours: Mondays 11:45-12:45 or
by appointment**

COURSE SCHEDULE

APT classes January 5 to February 5

Call-back Friday March 20, 9:00-12:20 in 4-104 Ed. N.

All students within a 40 km traveling distance are required to attend call-back. All other students at regional teaching placements beyond the 40 km traveling distance are required to submit a reflection paper in lieu of attending call-back.

Add/Delete Date: January 9

50% Withdrawal Date: January 16

Withdrawal Date: February 3

Note: There will be no final exam.

Field experience EDFX 450 (9 weeks) February 17 to April 24, 2015

Please note that successful completion of the campus-portion of the Advanced Professional Term (EDSE 422) is required prior to students being granted permission to commence EDFX 450.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

Course Corequisites and/or Prerequisites

Prerequisites: Introductory Professional Term, *24 in the Major subject area, and Curriculum and Teaching Course in Minor Subject Area.

Corequisite: EDSE422 & EDSE 451. Successful completion of the on-campus portion of the Advanced Professional Term is expected prior to being granted permission to continue into EDFX 450.

ADVANCED PROFESSIONAL TERM (APT)

The Advanced Professional Term (APT) is an opportunity for pre-service teachers, following their introductory field placement, to build on their emergent knowledge and experience in integrating current educational theory, research, and practice. The term is comprised of two courses in their major teaching subject area and an advanced field-based experience grounded in academic and scholarly rigor. The Advanced Professional Term provides the opportunity for the pre-service teacher to continue to develop:

- pedagogical expertise;
- a professional identity;
- an awareness and understanding of how diverse contexts affect students and teachers
- competence in teaching through an advanced field experience.

COURSE DESCRIPTION

Taught as an integrated unit, the two courses (6 credits) in Drama Education offered in the Advanced Professional Term focus on curriculum and instruction at the Jr./Sr. high school level and provide opportunities to integrate drama ed. theory and practice. The courses serve as a bridge between the drama content learned in coursework in the Department of Drama, educational theory addressed in other Education courses, and the real or imagined world of teaching drama in a Jr./Sr. high classroom. As part of the BEd. professional program, the courses address content common across all APT subject areas including the Alberta Education curricula (in this case the drama curricula), short and long-term planning, teaching contexts, classroom environments, assessment strategies, teaching philosophies and teacher identities, all of which are also part of the expectations for Alberta Education Interim Teaching Certification (see KSAs below). Coursework will contribute to preparing students for their advanced field experience, to some degree, but the focus will be on their future careers as drama teachers in as far as a university course can do so. The university's role is to help student teachers develop theoretical foundations that underpin their practice by critically examining past and current theory and research and integrating these into their practice. Students should recognize that their teacher education is ongoing. Their growth and development in the field of education will continue throughout their teaching careers. To this end, theory and research in drama education and curriculum studies as well as practical application of teaching strategies will be addressed.

Through co-operative in-class activities and individual and/or small group tasks/activities students will experience:

- a variety of drama education instructional approaches and dramatic forms,
- planning and implementing drama lessons (short-term planning) and engaging in long-term planning,
- exploring their own teacher identities & teaching philosophies,
- and integrating them with the objectives of the relevant drama ed. curricula and general principles of curriculum and instruction.

In-class instruction will be based largely on experiential learning so that students can learn from each other and learn by doing – including taking leadership roles in the teaching/learning process. In-class and homework activities will also provide opportunities for reflection. All tasks/activities are designed to be practical learning opportunities. The overall success of drama education, in a university class, as in a Jr./Sr. high school setting, depends on students' participation in class activities; students' commitment and contribution are expected.

EDSE 451 will involve a Community Service Learning (CSL) course component (<http://www.csl.ualberta.ca>), linking academic coursework with community service. One day each week we will meet as a class on campus (1 hr. 40 mins.) for discussion of readings and reflection upon the community service. Individually or in pairs students will be partnered with a community organization. For another 20 hours per week (equivalent to the remainder of the allotted time for EDSE 451) students will schedule, through negotiation with their community coordinator and their own schedules, work with the community organization. Their role will be to learn through service to the community organization through integrating drama education theory into practice with the organizations existing activities.

This course curriculum can, to some extent, be negotiated by the students and instructors, so the outline can only be tentative. Changes can take place in content and evaluation based upon class discussion and negotiation.

GENERAL COURSE OBJECTIVES

1. To demonstrate an understanding of ways of knowing and learning in drama and to understand the nature of creativity.
2. To demonstrate short-term (lesson plans) and long-term (unit plan, course outline) planning for coherence - aligning lesson objectives from the Alberta Education program of studies, with lesson activities and assessment practices.
3. To become familiar with the Alberta Learning drama curricula (Elementary, Jr. High, Sr. High) and other curricula (e.g. ICT program of studies) and implement them in the planning of lessons and units.
4. To develop lesson plans and unit plans which demonstrate expert drama education disciplinary knowledge including instructional techniques for drama and dramatic disciplines and forms.
5. To demonstrate knowledge of and ability to access and critique resources for drama education.
6. To develop assessment tools and strategies appropriate for drama.
7. To demonstrate integration of technology for drama education.

8. To demonstrate planning with attention to varying student needs and abilities and inclusion of student diversity.
9. To become familiar with issues related to the context of teaching drama including issues in relation to diversity in race, culture, gender, sexual orientation and ability, in particular examining the needs of Aboriginal students.
10. To demonstrate performance as a teacher in leading/facilitating artistic projects in simulated teaching activities.
11. To articulate a personal teaching philosophy (purpose and rationale) for teaching drama.
12. To express an understanding of one's evolving identity as a teacher.
13. To engage in and develop a habit of reflective practice.
14. To become acquainted with and apply current drama education, teacher education and curriculum studies literature and research of both a practical and a theoretical nature.
15. To develop one's personal, interpersonal and professional skills and translate these into one's own teaching practices including:
 - a) participation in group discussions: showing a willingness to contribute one's opinions without dominating the discussion and a willingness to listen to, respect and respond appropriately to the opinions of others
 - b) participation in individual or group activities: displaying sustained focus, concentration and effort to the task at hand towards its successful completion
 - c) preparedness: being present in body and mind and ready to work with preparatory work completed as the situation requires
 - d) team building: working towards a positive environment and a productive team both as participant and leader, contributing one's share and encouraging others, being fair, flexible and respectful in all interactions with others, offering and accepting constructive feedback in the spirit of mutual learning, becoming comfortable with the stress, uncertainty and complexity of working in a group
 - e) conflict resolution: displaying an understanding that conflict is natural, inevitable and resolvable, and implementing conflict resolution strategies as needed
 - f) citizenship: exercising one's rights and responsibilities in an appropriate manner, adhering to rules, protocols and codes of conduct as required.

OBJECTIVES FOR EDSE 451

1. To experience learning through service in a community context.
2. To put drama education theory into practice within an alternative educational setting.
3. To work with community-based educators and participants to negotiate, plan for and deliver productive teaching/learning opportunities.
4. To integrate drama with existing activities.
5. To practice reflective teaching practice.

Knowledge, Skills and Attributes Related to Interim Certification

According to Alberta Education, teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators. These are taken from the Alberta Education Teaching Quality Standard document, a link to which can be found on the class WebCT site. The chart below shows the degree of focus given to each KSA in EDSE 422 & 451. KSA will also have been and/or will be addressed in other courses in the Education program and in the field experiences.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:	Emphasis given to the KSA in EDSE 422 and 451	Comments
a) contextual variables affect teaching and learning. They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;	Minimally addressed	Contextual variables are addressed with the understanding that appreciation of their relative importance is best learned while actually teaching
b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;	Minimally addressed	There is some discussion of these topics, particularly as they pertain to the official curriculum documents.
c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;	Major focus	This is one of the major outcomes for this course.
d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;	Minor focus	The prerequisite courses in Drama will have addressed much of this content background
e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;	Minor focus	Students will be introduced to a range of teaching methods and classroom structures and examine theories of learning appropriate to drama.

f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;	Major focus	The emphasis in this course is moving from planning individual lessons towards longer-term planning.
g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;	Minor focus	The emphasis here is on the creation of positive learning environments through activities that are relevant and engaging.
h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;	Minor focus	The Faculty of Education is committed to providing an environment of equity and respect for all people, qualities that are modeled in this course.
i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;	Major focus	This is one of the major outcomes for this course.
j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;	Minor focus	Students will be introduced to issues around integration of technology in drama.
k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyze the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;	Minor focus	Adaptations of general assessment strategies as they apply to teaching drama will be addressed.
l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;	Minimally addressed	Some discussion of engaging parents will occur.
m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;	Minor focus	Identification of a variety of resources is inherent in the process of planning for drama.
n) the importance of contributing, independently and collegially,	Minimally	This is addressed through

to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;	addressed	discussion, but is best learned while actually teaching.
o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;	Major focus	The course is designed to support prospective teachers' efforts to become reflective practitioners.
p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and	Major focus	This course will encourage the development of a personal teaching philosophy to guide one's practice.
q) they are expected to achieve the Teaching Quality Standard (http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/421.asp)	Minor focus	The above objectives work towards developing these professional standards.

Required Resources

Available Online

Alberta Education Drama Curricula (Elementary, Jr. & Sr. High) on Alberta Education website: <http://education.alberta.ca/teachers/program/finearts/programs.aspx>

Alberta Education Information and Communication Technology (ICT) Program of Studies: <http://education.alberta.ca/teachers/program/ict/programs.aspx>

Alberta Education. (1989). *Teachers resource manual Drama Junior high school*.

Edmonton: Alberta Education. <https://archive.org/details/jhsdramatrm89albe>

Alberta Education. (1989). *Teachers resource manual Drama Senior high school*.

Edmonton: Alberta Education. <https://archive.org/details/shstrmdrama89albe>

Recommended Texts (copies available at the bookstore)

Alberta Education. (1985). *Elementary drama curriculum guide*. Edmonton: Alberta Education.

Ayers, W. & Alexander-Tanner, R. (2010). *To teach: The journey, in comics*. New York: Teachers College Press.

Boal, A. (1992). *Games for actors and non-actors*. (A. Jackson, Trans.). London: Routledge.

Booth, D, & Lundy, C. (1985). *Improvisation: Learning through drama*. New York: Harcourt, Brace, Jovanovitch.

Booth, D, & Lundy, C. (1983). *Interpretation: Working with scripts*. New York: Harcourt, Brace, Jovanovitch.

Converse, T. J. (1995). *Directing for the stage: A workshop of 42 creative training exercises and projects*. Colorado Springs, CO: Meriwether Publishing Ltd.

- Duffy P. & Vettrano, E. (Eds.), (2010). *Youth and Theatre of the Oppressed*. New York: Palgrave.
- Neelands, J. (1990). *Structuring drama work*. New York: Cambridge University Press.
- Norris, J., McCammon, L. & Miller, C. (2000). *Learning to teach drama: A case narrative approach*. Portsmouth: Heinemann.
- Pura, T. (2002). *Stages: Creative ideas for teaching drama*. Winnipeg, MN: J. Gordon Shillingford.
- Schwartzman, M. & Knight, K. (2005). *A beginner's guide to community-based arts*. Oakland, CA: New Village Press.
- Smith, K. (2008). *How to be an explorer of the world: Portable art-life museum*. New York: Penguin.
- Spolin, V. (1986). *Theatre games for the classroom*. Evanston, IL: Northwestern University Press.

EVALUATION & GRADING

These courses (EDSE 422 and 451) will be evaluated on a credit/non-credit basis. In this sense “evaluation” will be formative and ongoing based on feedback (oral and/or written comments) from the instructor along with self-assessment and peer assessment. All tasks/activities are intended to be learning experiences, which will expand your knowledge, skills and attitudes of the teaching and learning of drama education and provide you with some possible directions for action. Learning will be developmental and integrative working in a spiral rather than a linear fashion. Many concepts need to be interconnected before a comprehensive understanding is reached. We will follow a cycle in which we plan, act, observe the action, reflect on its implications and formulate a new plan. This organic structure increases relevance, student co-ownership, flexibility and uncertainty.

How your grade will be determined:

Your grade for EDSE 422 and EDSE 451 will be **credit (C) or non-credit (NC)** as determined by the instructor based on meeting of course expectations at a level of work that is commensurate with the professional standards of beginning educators.

An acceptable standard of quality achieved for all tasks/activities completed for each of the two courses will be:

- good understanding/analysis demonstrated
- meeting of all the criteria for the task/activity – which will be set out in advance by the instructor and/or negotiated with student(s)
- product is focused, well-crafted/designed and workable;

along with:

- full participation in and professional conduct toward all class tasks/activities
- contribution to the assessment/feedback of self and peers as required by the courses

- full cooperation/collaboration with peers and instructor toward meeting the goals of the courses.

Formative evaluation for the courses will be ongoing and holistic in that we will work towards accomplishing *all* tasks/activities for class to achieve the acceptable standard outlined above. **The intention is that we will work together towards achieving this standard overall. There will be in-class, online and/or written feedback from instructor and peers and opportunities for revision of tasks towards achieving this standard.** Individuals who fail to work consistently towards meeting this standard will be reminded of the expectations, and encouraged to and assisted in improving their work.

General Expectations Regarding Course Tasks & Assignments

- **Written Tasks:** All written tasks **must be word processed** (12pt. Times New Roman font & double spaced) unless otherwise indicated. Writing ability/style will be assessed along with the content including correct/consistent format and citation/referencing using some recognized style (e.g. APA, MLA, Chicago).
- **Completion Dates:** The expectation is that all tasks will be completed on the designated completion dates. Exceptions can be negotiated with the instructor in advance.
- **Attendance and Punctuality:** Since this is a course offered in a professional term, and due to the condensed time frame and the collective nature of drama, attendance and punctuality are seen as fundamental. All absences must be negotiated with the instructor in advance. **In case of illness the student should notify the instructor by phone or e-mail prior to class. 3 absences or persistent lateness will initiate a course concern notice and require a meeting with the Associate Chair of the Department of Secondary Education.** With regards to attendance, during the professional terms, you are subject to ATA's Code of Professional Conduct.

Other Information Regarding Grading

- **Final Grades:** Approximately 5 working days after the end of term students can access their course grades online via Bear Tracks (go to 'For Students', then 'Registration', then 'Your Class Timetable'). Students will need their CCID and password in order to access this service.
- **Grade Appeals:** Please note that information on grade appeals can be obtained from the Director of Student Support in the Undergraduate Student Services office (1-107 Ed. N.).

COURSE TASKS & ACTIVITIES

Details regarding specific course tasks and activities will be determined by the instructor and negotiated with individuals and/or the group, to demonstrate the following outcomes based on course objectives (at the level of a beginning teacher):

- describe and enact ways of knowing and learning in drama and the nature of creativity

- engage in short-term (lesson plans) and long-term (unit plan, course outline) planning for coherence - aligning lesson objectives from the Alberta Education program of studies, with lesson activities and assessment practices
- become familiar with the Alberta Learning drama curricula (Elementary, Jr. High, Sr. High) and other curricula (e.g. ICT program of studies) and implement them in the planning of lessons and units
- develop lesson plans and unit plans which demonstrate expert drama education disciplinary knowledge including instructional techniques for drama and dramatic disciplines and forms
- access and critique resources for drama education
- develop assessment tools and strategies appropriate for drama
- integrate technology for drama education
- plan with attention to varying student needs and abilities and inclusion of student diversity
- become familiar with issues related to the context of teaching drama including issues in relation to diversity in race, culture, gender, sexual orientation and ability, in particular examining the needs of Aboriginal students
- perform as a teacher in leading/facilitating artistic projects in simulated teaching activities.
- articulate a personal teaching philosophy (purpose and rationale) for teaching drama
- express your evolving identity as a teacher
- engage in and develop a habit of reflective practice
- become acquainted with and apply current drama education, teacher education and curriculum studies literature and research of both a practical and a theoretical nature
- work with colleagues and students to develop and facilitate drama learning opportunities for students
- integrate drama across the curriculum.
- attend to diversity, other ways of knowing and indigenous culture and knowledge in planning and teaching
- practice reflective teaching practice

A) Instructor determined tasks/activities for EDSE 422

Detailed criteria/expectations for individual tasks/activities listed below will be provided by the instructor and will be discussed in class. We will be using e-class quite extensively for class tasks.

- weekly attendance in class
- **unit plan & lesson plans:** participation in small groups in the creation of a unit plan including three lesson plans from the unit including the introductory lesson, a lesson from mid-unit, and a culminating lesson with the summative evaluation tool. The unit should show integration of technology and attention to various student needs/diversity (due: final version Tuesday February 3rd, 2015).

- articulation of a **teaching philosophy** statement in creative format and written form (due: Sunday February 1st, 2015).
- provide constructive feedback to classmates on their teaching philosophy
- **readings**, reflection and class discussion of selected readings. (due: ongoing throughout semester, each Tuesday by 7:00pm)
- **peer teaching**: facilitation of drama lesson/activities (due: ongoing throughout semester)

B) Instructor determined task/activities for EDSE 451

- weekly attendance in class
- 20 hours of contact individually or in pairs with a community service-learning placement over the 5-weeks of the course
- readings weeks 2-4, posted question for each reading (due: by midnight the evening before class), and participation in class discussion on Mondays
- critical incident reflections weeks 1-4 on e-class related to the community service-learning activities (due: by Friday midnight each week) and responses to classmates' reports (due by Sunday midnight each week)
- final written reflection paper (due: Sunday Feb. 8th)

C) Other tasks/activities may be determined by individuals and/or the group with detailed criteria/expectations for individual tasks/activities negotiated based on stated course outcomes e.g.) leading of and/or participation in in-class drama activities, research project, etc.

Bibliography of course readings:

The readings are available online through the UA library system. (Your CCID will be required.)

For EDSE 442

Ayers, W. (2006). The hope and practice of teaching. *Journal of Teacher Education*, 57(3), 269-277.

<http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/10.1177/0022487105285891>

Britzman, D. P. (1996). Cultural myths in the making of a teacher: Biography and social structure in teacher education. *Harvard Educational Review*, 56(4), 442-456.

<http://login.ezproxy.library.ualberta.ca/login?url=http://search.proquest.com/docview/63297884?accountid=14474>

Conrad, D. (2005). Rethinking “at-risk” in drama education: Beyond prescribed roles. *Research in Drama Education*, 10(1), 27-41.

<http://www.tandfonline.com/login.ezproxy.library.ualberta.ca/doi/pdf/10.1080/13569780500053114>

Carroll, J. & Cameron, D. (2009) Drama, digital pre-text and social media. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 14(2), 295-312. doi:10.1080/13569780902868960

<http://www.tandfonline.com/login.ezproxy.library.ualberta.ca/doi/pdf/10.1080/13569780902868960>

Greene, M. (1987). Creating, experiencing, sense-making: Art worlds in schools.

Journal of Aesthetic Education, 21(4), 11-23.

<http://login.ezproxy.library.ualberta.ca/login?url=http://www.jstor.org/stable/3332827>

For EDSE 451

Boggs, G. L. (2013). Chapter 2 -Teacher education as partnership: Service-learning and the audacity of listening. In V. M. Jagla , J. A. Erickson & A. S. Tinkler (Eds.), *Transforming teacher education through service-learning* (pp. 31-50). Charlotte, NC: Information Age Publishing.

<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=631699&site=eds-live&scope=site>

Taylor, P. (2002). Service-learning as postmodern art and pedagogy. *Studies in Art Education*, 43(2), 124-140.

<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=505027291&site=eds-live&scope=site>

Westheimer, J. & Kahne, J. (2004). Educating the “good” citizen: Political choices and pedagogical goals. *Political Science and Politics*, 37(2), 241-247.

<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.4488813&site=eds-live&scope=site>

IMPORTANT REMINDERS

Equity Statement and Inclusive Language Policy

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual’s experience and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background.

Code of Student Behaviour

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca>, listed under “Codes of Conduct

and Residence Community Standards”) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Professional Conduct

In addition to upholding the University of Alberta Code of Student Behaviour, students in the Faculty of Education are expected to conduct themselves according to the Alberta Teachers’ Association Code of Professional Conduct (online at <http://www.teachers.ab.ca/>, listed under “Information on...”). While enrolled in the IPT or APT, they are also subject to the guidelines described in the Practicum Intervention Policy (online at <http://www.governance.ualberta.ca>, listed under “Student Appeals”).

Personal or Academic Difficulties

Students experiencing academic or personal difficulties may contact Undergraduate Student Services (ED North 1-107, email: educ.info@ualberta.ca, phone: 780-492-3659) for support services.

Recording Class Lectures

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.