

*Erin Spring***EDUC 201: Introduction to Educational Studies**  
**Fall, 2025**

Class Dates: September 02 – December 05, 2025

**Land Acknowledgement:** The University of Calgary both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

**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.

**Office Hours:** By appointment only

**COURSE DESCRIPTION:**

Introduction to Educational Studies examines fundamental questions that underpin key debates in schooling and education, including:

- Why should children be educated?
- How should children be educated?
- What should children learn?
- Where should children learn?
- Who should control education?

The course aims to challenge your views and preconceptions on education and present different viewpoints for you to consider. You should come to question the opinions you hold and consider the strengths and limitations of the arguments presented.

You will need to undertake a considerable amount of independent reading in order to consolidate and extend what has been discussed during each class session. To derive maximum benefit, however, **you should read the readings prior to each week** and be prepared to do further reading throughout the course.

**LEARNER OUTCOMES:**

Upon successful completion of the course, you will be:

- 1) introduced to key theoretical debates and issues in education.
- 2) able to discuss the positions within educational debates and to articulate their strengths and weaknesses; and
- 3) able to defend and articulate an informed, evidence-based position on key philosophical educational questions.

**COURSE DESIGN AND DELIVERY:** This course will be delivered in-person with some engagement in class and discussion posts in D2L

**REQUIRED RESOURCES:**

Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). *Questioning the classroom: Perspectives on Canadian education*. Don Mills, ON: Oxford University Press.

You can order the textbook from the University of Calgary Bookstore, and they will ship it to you [https://www.calgarybookstore.ca/buy\\_courselisting.asp](https://www.calgarybookstore.ca/buy_courselisting.asp). You may also order it at Amazon.ca. The textbook is an essential component of the course, and you should **bring it to class every day**.

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
D2L Posting Individual	Posting on Topics	Individual	20%	Ongoing
Group Poster	Conference Poster	Group	40%	November 20th
Final Paper	Position Paper	Individual	40%	December 4th

\*Please note that **all learning tasks must be completed to receive a passing grade in this course**.

**WEEKLY COURSE SCHEDULE:**

**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.

Classes	Topic	Readings
September 2nd + 4th	Introduction  What is the purpose of education?	<b>Introduction Chapter:</b> Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). <i>Introduction: What's the point?!</i> Don Mills, ON: Oxford University Press.  <b>Chapter 1:</b> <i>What are the values or aims of education?</i>
September 9th + 11th	How should we educate future citizens?	<b>Chapter 2:</b> <i>Can we educate for Canadian identity?</i>
September 16th + 18th	How should we teach?	<b>Chapter 3:</b> <i>What are our main conceptions of education? Where did they originate? How do they inform our current practices?</i>  Introduction to APA
September 23rd + 25th	What should be taught in the curriculum?  <i>Whose knowledge is of most worth?</i>	<b>Chapter 5:</b> <i>What should be taught in the curriculum?</i>  Writing workshop

October 30 <sup>th</sup> + 2nd	Examining controversial issues in the classroom	<b>Chapter 6: <i>Should teachers teach about controversial subjects?</i></b>  Hess, D. (2005). How do teachers' political views influence teaching about controversial issues? <i>Social Education</i> , 69, 47-48. Retrieved from <a href="http://go.galegroup.com/ps/i.do?id=GALE%7CA128604238&amp;v=2.1&amp;u=ucalgary&amp;it=r&amp;p=AONE&amp;sw=w&amp;asid=52d606158ed50be92438acdab8b4cb43">http://go.galegroup.com/ps/i.do?id=GALE%7CA128604238&amp;v=2.1&amp;u=ucalgary&amp;it=r&amp;p=AONE&amp;sw=w&amp;asid=52d606158ed50be92438acdab8b4cb43</a>
October 7 <sup>th</sup> + 9 <sup>th</sup>	Where should children learn?	<b>Chapter 7: <i>Place-based education and the rural school ethic</i></b>
October 14 <sup>th</sup> + 16 <sup>th</sup>	How should student learning be evaluated?	Taras, M. (2005). Assessment – Summative and formative – some theoretical foundations. <i>British Journal of Educational Studies</i> , 53(4), 466-478. Retrieved from <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-8527.2005.00307.x">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-8527.2005.00307.x</a>  Leahy, S., Lyon, C. Thompson, S. & Williams, D. (2005). Classroom assessment: Minute by minute, day by day. <i>Educational Leadership</i> , 63(3), 19-24. Retrieved from <a href="http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx">http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx</a>
October 21 + 23rd	To what extent should parents decide how their children are educated?	<b>Chapter 10: <i>Should parents decide how children are educated?</i></b>  McLaughlin, T. (1984). Parental rights and the religious upbringing of children. <i>Journal of Philosophy of Education</i> , 17, 75-83. Retrieved from <a href="http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1467-9752.1984.tb00046.x/epdf">http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1467-9752.1984.tb00046.x/epdf</a>  Callan, E. (1985). McLaughlin on parental rights. <i>Journal of Philosophy of Education</i> , 19(1), 111-118. Retrieved from <a href="http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1467-9752.1985.tb00082.x/epdf">http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1467-9752.1985.tb00082.x/epdf</a>
October 28 <sup>th</sup> + 30th	Responding to the Truth and Reconciliation's Calls to Action	<b>Chapter 9: <i>Should cultural restoration be an aim of education? Justice, reconciliation, and Aboriginal education</i></b>  Louie, D., & Scott, D. (2016). Examining differing notions of a “real” education within Aboriginal communities. <i>Critical Education</i> , 7(3). Retrieved from <a href="http://ojs.library.ubc.ca/index.php/criticaled/article/view/186095">http://ojs.library.ubc.ca/index.php/criticaled/article/view/186095</a>
November 4 and November 6 <sup>th</sup>	Should School choice be fostered in public education?	<b>Chapter 8: <i>Should school choice be fostered in public education?</i></b>

Reading Break from November 11-13th		<b>READING BREAK</b>
November 18 <sup>th</sup> + 20 <sup>th</sup>	What is the role of teacher's professional identity?	<p><b>Chapters 11 and 12:</b> <i>To what extent do teachers have professional autonomy? Conclusion: Teaching for the Canadian ethical environment</i></p> <p>Barrett, D, Casey, E, Visser, R., &amp; Headley, K. (2012). How do teachers make judgments about ethical and unethical behaviours? Toward the development of a code of conduct for teachers. <i>Teaching and Teacher Education</i>, 28, 890-898.  <a href="http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0742051X12000662">http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0742051X12000662</a></p> <p><b>Conference Poster due in D2L on November 20<sup>th</sup>.</b></p>
November 25 <sup>th</sup> + 27 <sup>th</sup>	What does it mean to self-identify as a professional educator? And Conclusion	<p><b>November 25<sup>th</sup> - Conference Poster Sharing Fair</b></p> <p>Chong, S., Low, E.L., &amp; Goh, K. (2011). Emerging professional teacher identity of pre-service teachers. <i>Australian Journal of Teacher Education</i>, 36(8), 50-64. Retrieved from <a href="http://files.eric.ed.gov/fulltext/EJ937005.pdf">http://files.eric.ed.gov/fulltext/EJ937005.pdf</a></p>
December 2nd and 4th	Concluding thoughts and summation	<p>Alberta Teachers' Association (2004). <i>Code of professional conduct</i>. Edmonton: Alberta Teachers' Association. Retrieved from <a href="http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf">http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf</a></p> <p>Final wrap-up and farewell</p> <p><b>Final paper due Thursday, December 4th, by midnight.</b>                  Please submit the essay as a Word document to D2L</p>

### LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course. **All learning tasks should be submitted during the day they are due.** Please note that emailed assignments will not be accepted unless prior arrangements have been made. **All learning tasks must be completed to receive a passing grade in this course.**

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### LEARNING TASK 1: Postings on Assigned Topics in D2L – DUE: Ongoing (20%)

Each individual will (1) upload a post to the appropriate section of D2L that discusses topics from the readings in a scholarly manner. **You will have to complete a total of 2 posts and 2 responses to another colleague's post.** While you can reference your own experiences as they relate to these topics, primarily focus on scholarly arguments that comment on or challenge the arguments presented. Try to think of both the theoretical (big picture) and the practical aspects of the arguments in the weekly papers. Posts should be 400-500 words for each submission. In addition, each student should (2) write one response to one colleague's post each month, which should be 200-300 words. In addition to participating in the discussion section, please post on D2L. Further clarification will be provided in class.

#### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

The criteria for this assignment will be based on participation. To receive full marks, you need to complete one posting at the beginning of October on or before October 5th, and one posting for November on or before November 5th. Additionally, you must provide one response to a colleague's post.

I will review your postings and may reach out to students if any of the following occur: (1) you are not posting, (2) you are not responding to others, or (3) your posts do not demonstrate sufficient effort. If you post responses to the best of your ability, you will receive full grades for this assignment.

Please note that if you do not post during the specified months, you will lose one-fifth of the total potential grades for this assignment. Achieving good grades is straightforward: post during the indicated months, respond to a colleague's post, and put forth your best effort.

### LEARNING TASK 2: Conference Poster Presentation - DUE: November 20<sup>th</sup>, 2025 (40%)

Please have one member of the group post a digital copy of your Poster Presentation in PDF or PowerPoint form onto D2L

In groups of 3-4 individuals, you are asked to create a poster related to one of the course topics for a public showcase (40%). The poster is a stand-alone digital display comprised of a visual element, written text, and references to the literature cited.

You are asked to create a one slide digital presentation using PowerPoint. Instructions on how to do this will be distributed in class.

#### Criteria for Assessment of Learning Task 2

Criteria	Excellent (A+/A)	Acceptable (A-/B+)	Developing (B/B-)	Needs Improvement C+/ Lower
<b>Explanation of Debate or Issue</b>	Clearly and succinctly summarizes the key points of the debate that has been chosen.	Clearly summarizes the poster, although is less succinct.	Summarizes the poster but misses some salient aspects or is overly wordy.	Misses significant aspects of the key topic or is unclear.
<b>Connection to Research Literature</b>	Describes the chosen theory in succinct detail.	Describes the chosen theory but less succinct or sophisticated in understanding.	Describes the chosen theory but misses some salient aspects or is overly wordy.	Misses significant aspects of the theory, misunderstands the theory, or is unclear.

<b>Organization</b>	The poster's organization clearly guides the reader through the Varied sentence structure; scholarly style; easy to read; Few to no errors information.	The poster's organization guides the reader through the information with limited sophistication. Varied sentence structure; scholarly style; few awkward passages; Rare errors.	The poster's organization is clear but simplistic, Some variety of sentence structure; informal tone; a few awkward passages; Noticeable errors.	The poster is disorganized  Limited variety of sentences; informal style, awkward wording; Many errors significantly detract from clarity.
<b>Graphics, Creativity, &amp; Neatness</b>	Poster is aesthetically pleasing and engaging; represents a high level of professionalism; utilizes graphics that support the content.  Lists contributors' names on the front of the poster.	Poster is aesthetically pleasing and engaging; neat and carefully done; most graphics support the content.	Poster is neat and carefully done but not particularly engaging; some of the graphics support the content.	Poster is sloppy and not particularly engaging; few of the graphics support the content.
<b>Presentation and Response to Questions</b>	The speaker guides the viewer efficiently and confidently through the key points in the poster while engaging them in a discussion of the work. The presentation is an authentic exchange of ideas, and questions are answered in a clear and informative manner. The speaker uses a clear and confident voice. The digital display and associated supports are utilized to their full potential.	The speaker guides the viewer through the poster and provides them with an opportunity to ask questions along the way. The presentation involves a question-and-answer format that is useful but transactional. The presentation is done in an appropriate and clear manner. The speaker uses a clear voice and confident voice. The digital display is utilized well, and the supports may or may not be used.	The speaker recites key points to viewer but does not engage with viewer. Following the presentation an opportunity for questions is provided but answers to those questions may be somewhat superficial. The speaker may use a script and is unable to answer all questions clearly. The speaker's voice is not always clear and may not always be heard. The digital display is used but with limited function.	The speaker is unsure of the key points and is not able to guide the viewer through the presentation smoothly. Questions are not elicited and, if asked, they are not answered clearly or correctly. The speaker appears unable to discuss the poster with ease and uses a script. There is a lack of engagement and the speaker's voice is unable to be heard clearly. The digital display is not used.

### **LEARNING TASK 3: Position Paper - DUE: December 4<sup>th</sup>,2025. (40%)**

Building on the discussions you had over the course of the term, in this assignment, you are asked to write a 5–7-page position paper (including references) related to one of the issues addressed in EDUC 201. Essay questions will be created in class. The paper should demonstrate an appropriate understanding of the chosen issue. Critique of both theory and practice must be provided in the defense of your argument. Please use a Microsoft Word file and hand in your assignment in D2L using the Dropbox.

Your assignments should meet the following requirements:

- 12-point Times New Roman or Arial font
- Double-spaced
- At least one-inch margins on the left and right side
- Include accurate APA 7<sup>th</sup> edition citations of works referred to in the paper
- Include a properly constructed bibliography/reference list at the end.

### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

	<b>Excellent (A+/A-)</b>	<b>Acceptable (B+/B-)</b>	<b>Developing (C+ and lower)</b>
<b>Topic and Thesis</b>	Essay has a clearly stated and arguable thesis. The topic selected is related to course content and is appropriately narrow.	Thesis is arguable but needs to be stated more clearly. The topic selected is related to course content, but it is a little too broad or narrow.	Thesis is neither clear nor arguable. The topic is too broad or too narrow to complete the assignment effectively.

<b>Research</b>	The paper is thoroughly researched, and the student uses the research effectively. The student uses the most current research available and draws upon literature in the field of education.	The paper uses a modest amount of research that generally helps communicate the writer's ideas to the audience. Research used could be more current and/or focused more on educational research. (	The paper is inadequately researched and does little to assist the writer communicate effectively with the audience. Research is either not used or is not current or related to education. In general, the topic has not been researched adequately.
<b>Content</b>	The essay presents thoughtful and persuasive reasoning in support of position(s) taken. The paper shows the writer's clear ability to use relevant theoretical approaches to understanding issues in education.	Reasons are provided in support of positions, but they sometimes fail to provide strong support for the argument. The paper engages to some degree with the course themes but could be expressed more clearly.	The essay either fails to take a clear position on an issue or fails to support the position with thoughtful and appropriate argumentation. The paper fails to engage adequately with the course themes. The paper needs improvement in terms of demonstrating the writer's ability to use relevant theoretical approaches to understanding issues in education.
<b>Organization</b>	Organization is appropriate and contributes to a reader's understanding of the subject. Coherent and focused writing contribute to the overall quality of the paper.	Organization is moderately appropriate and generally contributes to a reader's understanding of the subject. Most sections of the paper are coherent and focused. The paper is slightly long or too short.	Organization is confusing to the reader and fails to contribute to a reader's understanding of the subject. The paper lacks coherence and focus.
<b>Writing</b>	Writing is clear, concise, appropriate, and largely free of grammatical errors.	Writing is somewhat clear, concise, and appropriate. Grammatical errors are somewhat common but do not detract from the overall argument.	Writing is unclear and is not concise or appropriate. Grammatical errors are common and detract from the overall argument.
<b>References</b>	All references are listed in one consistent style at the end of the paper. The writer cites all research in a consistent and scholarly way.	All references are listed in one consistent style at the end of the paper. The writer cites most research in a consistent and scholarly way.	Most references are listed in one consistent style at the end of the paper. (Alternatively, the style used is not consistent or scholarly.) The writer does not cite all research.

### **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>

#### MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course 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:** <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

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

### Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

### 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://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

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: <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 or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies <https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **Other Important Information**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**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 Tracy Dinh, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Siena Yee, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).