

**EDUC 307: Integrating Arts
Spring, 2025***Erin Spring*

The University of Calgary, located in the heart of Southern Alberta, 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 (I am happy to meet after class with notice. Please email to book an appointment during this time, or to find another time that works with our schedules. ☺)

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

COURSE DESCRIPTION:

This course will act as preparation for individuals interested in designing effective learning through the arts. Discipline-specific knowledge and technique in and about art, dance, drama and music will be acquired in a studio environment, and applied through an interdisciplinary, collaborative lab.

In this course students will experience, reflect upon, and learn about the processes and practices of arts-integration. Students will be exposed to and collectively explore a variety of contexts through the arts while acquiring knowledge, skills and abilities to plan and apply arts-based research methodologies in their practice. To this end the competencies of *critical thinking, problem solving, managing information, creativity and innovation, communication, collaboration* will be central to learning in this course. Students will have the opportunity to:

- Sample a variety of arts-based practices that are facilitated in a collaborative setting;
- Explore a topic, represent knowledge and make learning visible in an arts-based research project; and
- Acquire and apply creative capabilities, aesthetic awareness, and design thinking for social impact.

LEARNER OUTCOMES:

Students will be knowledgeable about the following concepts:

1. Engaging with various forms of communication and expression allows us to represent and interpret our perspectives in multiple ways;
2. Exploring connections to community strengthens our understandings of relationships to help us make meaning in the world;
3. Artwork takes form through the exploration and application of artistic elements and principals in a way that supports expression.

COURSE DESIGN AND DELIVERY: This course will be delivered online through synchronous Zoom sessions (see **bold** dates above and schedule below), plus dedicated studio time and ongoing engagement in D2L. Students are responsible to check email and updates in News posted on D2L regularly.

REQUIRED MATERIALS:

This course is designed to use affordable, readily available materials. All tasks can be completed with recycled materials or things found in a typical home (ie. aluminum foil, masking tape, pens, etc.). Students may opt to use other materials but encouraged to use what best suits their budget. Digital photos and videos are required for submissions. These can be captured with any smart phone.

- **This course is active and creative.** During class activities please wear comfortable clothes that allow you to move freely and are ok to get dirty when making art. Also, be sure to stretch before any physical activity: only do what you are comfortable & capable of, approved by your physician.
- **Digital documentation** (ie. photos, audio recordings, and videos) is required for submissions in D2L and will require digital cameras (ie. smart phones).
- **This course is interactive.** Computers with working cameras and microphones are required during all live Zoom sessions without exception. Please address all technical issues prior to the first class. You can find IT support here: <https://it.ucalgary.ca/>

REQUIRED READING & VIEWING:

Please see the weekly schedule below for dates of required readings and videos to be read and viewed prior to each Zoom session. In addition to assigned reading, additional content may be posted on D2L or shared to best support interests and emergent learning needs.

REQUIRED READINGS:**Week 1:**

Martin, B.H. (2017). Teaching the Arts as a Second Language: A School-wide Policy Approach to Arts Integration, *Arts Education Policy Review*, 118(2), 116-122. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10632913.2016.1160261>

Week 2:

Eisner, E. W. (1997a). Cognition and representation: A way to pursue the American dream?. *Phi Delta Kappan*, 78(5), 348. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20405795>

Week 3:

Eisner, E. W. (1997b). The promise and perils of alternative forms of data representation. *Educational researcher*, 26(6), 4-10. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.3102/0013189X026006004>

Week 4:

Springgay, S. & Rotas, N. (2015) How do you make a classroom operate like a work of art? Deleuzeguattarian methodologies of researchcreation, *International Journal of Qualitative Studies in Education*, 28:5, 552-572. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09518398.2014.933913>

REQUIRED VIDEOS:

- All videos are openly available on Youtube with the option to purchase the ad-free subscription.

Week 1:

Danh Vo: Danh Vo's Use of Found Objects in Art, Brilliant Ideas Ep. 66, (24 min. 9 sec.)
<https://youtu.be/6A-GKr1vRE0?si=3D7XlavzbmoeDOjz>

The Museum of Contemporary Art, Assemblage (4 min. 50 sec.)
<https://www.youtube.com/watch?v=alCiumy8tjE&t=20s>

Week 2:

Antony Gormley: Antony Gormley, The Body as a Found Object, Brilliant Ideas Ep. 40, (24 min. 12 sec.)
<https://youtu.be/yBK4RBRj1U8?si=0-4v4HGrMijn5JAi>

Singapore Repertory Theatre: Drama Games for Kids: Tableaux, (2 min. 8 sec.)
<https://www.youtube.com/watch?v=YfNmlY1-t5k>

Week 3:

Samson Young: The Unconventional Images and Sounds of Samson Young, Brilliant Ideas Ep. 37
<https://youtu.be/oFK32ZzdixI?si=wnZrrSq0bCuVZMCA>

WinX Solutions, 3 Best Free Audio Editing Software for PC (* Mac users can use Garage Band)
https://www.youtube.com/watch?v=9Cb_gZ3NoE8

Week 4:

Tiffany Chung: The Socially Conscious Cartography of Tiffany Chung, Brilliant Ideas Ep. 39.
<https://youtu.be/PAGs-BTIUnI?si=jLKewPXFZ99dE77>

ADDITIONAL RESOURCES (OPTIONAL RELATED READING):

- Martin, B.H. (2019). The ABCs of STEAM Culture: Establishing the Ground Rules for Risk-taking, Imagination, and Collaboration. *CIRCE MAGAZINE: STEAM EDITION*, 59-65.
<https://www.educationthatinspires.ca/files/2019/01/CIRCE-STEAM-Magazine-FINAL-Jan12-2d3m23q-2m0eso5.pdf>
- Martin, B. H., & Colp, S. M. (2022). Art Making Promotes Mental Health: A Solution for Schools That Time Forgot. *Canadian Journal of Education*, 45(1), 156-183. <https://www-erudit-org.ezproxy.lib.ucalgary.ca/en/journals/cje/2022-v45-n1-cje06956/1088509ar/>
- Martin, B. H. (2019). The Artistry of Innovation. *Canadian Journal of Education/Revue canadienne de l'éducation*, 42(2), 576-604. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26823259>
- Martin, B. H., & Calvert, A. (2018). Socially empowered learning in the classroom: Effects of arts integration and social enterprise in schools. *Journal of Teaching and Learning*, 11(2), 27-42.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/08929092.2016.1227189>
- Norris, J. (2000). Drama as research: Realizing the potential of drama in education as a research methodology. *Youth Theatre Journal*, 14(1), 40-51.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/08929092.2016.1227189>
- Poitras Pratt, Y., & Lalonde, S. (2018). Arts as transformative learning enroute to reconciliation. In M.A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory*. Springer.
https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25364497030004336?auth=SAML

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Arts-Based & Interactive Discussion	Three Art-Based Discussions (ABD) composed of 2 posts each (an original post with artist statement, and a response post with no statement = 6 posts total) in the D2L Interactive Discussions in Zoom on D2L	Individual Week 1 Week 2 Week 3 In Class	40% 10% 10% 10%	Week 1 Week 2 Week 3 In Zooms
2. Arts-Based Research Project	Individual Video of Tableaux Shadow Dance or 3-Sculpture Installation Art <i>Alternate options may be offered in class</i>	Individual	30%	May 27 th
3. Collective Research Creation Presentation	Group Submission/Presentation as part of Online Celebration of Learning	Group Score Peer Score	30% 20% 10%	June 10 & 12 th <i>as scheduled during Zoom (TBD)</i>

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	What's Due
Week 1 May 6th Zoom May 8 th Studio	Visual Representation & Symbolic Concepts Welcome, Introductions & Review Outline. Discuss LT1 (starts Tues) What is Arts Integration? Exploring Arts as Languages <ul style="list-style-type: none"> Found Objects Assemblage 	Course Zoom Link in D2L NEWS <i>Please read & view BEFORE Zoom</i> Read: Martin, 2017 Watch: Danh Vo video 24:09 Watch: <i>Assemblage</i> video 4:50 Thursday (D2L) Studio Time	1 Reading 2 Videos LT1 In-Class + ABD W1 Post by Wed 9pm Response Thurs 9pm
Week 2 May 13th Zoom May 15 th Studio	Physical Representations & Embodied Concepts Forms of Representation Arts & Cognition <ul style="list-style-type: none"> Tableau Selfies 2D to 3D Form 	<i>Please read & view BEFORE Zoom</i> Read: Eisner, 1997a Watch: Antony Gormley video 24:12 Watch: <i>Tableaux</i> video 2:08 Thursday (D2L) Studio Time	1 Reading 2 Videos LT1 In-Class + ABD W2 Post by Wed 9pm Response Thurs 9pm
Week 3 May 20st Zoom May 22 rd Studio	Sound Representation & Musical Concepts The Arts as Research. Discuss LT2 <u>Forms</u> <ul style="list-style-type: none"> Soundscape Graphic Notation 	<i>Please read & view BEFORE Zoom</i> Read: Eisner, 1997b Watch: Samson Young video Thursday (D2L) Studio Time	1 Reading 1 Video LT1 In-Class + ABD W3 In Class + ABD Post by Wed 9pm Response Thurs 9pm
Week 4 May 27th Zoom May 29 th Studio	Arts-Based Research & Research Creation Inquiry through the arts, collective creation, socially empowered learning, from process to production. Discuss LT3	<i>Please read & view BEFORE Zoom</i> Read: Springgay & Rotas 2015 Watch: Tiffany Chung video Thursday (D2L) Studio Time	1 Reading 1 Video LT1 In-Class LT2 DUE May 27th
Week 5 June 3 rd & June 5 th Group Time	Collective Creation Studio	No Zoom this Week Group Collective Creation Group Studio Time Tues/Thurs (Additional time will be required)	
Week 6 June 10th	Celebration of Learning Group Presentations	2 Zooms for Group Presentations <i>One or both of these classes may become asynchronous viewing</i>	LT1 Zoom

& June 12th Zooms		<i>depending on class preference and submission types – to be determined as a group/class closer to date (for now, plan on live Zooms).</i>	LT3 DUE June 10th
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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. Changes will always be discussed in class, and posted on D2L.

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

1. LEARNING TASK 1: Art-Based & Interactive Discussions, worth 40%

Guided by the philosophy that the arts can be used, “not just as activities that enhance learning, but also as the primary medium through which students process, acquire, and represent knowledge (Martin, 2016, p. 116), the “discussion” for this course involves **three, arts-based discussions** (meaning we will explore concepts and represent our ideas through the arts with few words).

During the first three weeks, we will not meet in class on Thursday so class-time can be used for the creative activities of this task (though additional time outside of class-time will likely be required).

- Each Tuesday (weeks 1-3), we will review a provocation: a question or statement of inquiry, a set of instructions for how to respond through an art-based form, and the format for how to submit (PDF, PPT, MP4) in the D2L Discussion Board. Please note: Art-based discussion posts are to be uploaded as files. Emailed submissions or links to google docs or online links will not be graded.

Art-Based Discussion

No previous artistic experience or skill is required to be successful in this task – only 20% of the task is dedicated to artistry (we will discuss what this means in our first class).

- 1st Post due Wednesday by 9pm** (Start a new thread)
- 2nd Post (Response) due Thursday by 9pm** (Post in assigned thread).
 - Week 1:** Respond to the peer whose name is directly above yours in the **class list** on D2L (sorted by last name, A-Z, skip past Dr. Britt).
 - Week 2:** Respond to the peer whose name is directly below yours in the **class list** on D2L (sorted by last name, A-Z, skip past Dr. Britt).
 - Week 3:** Respond to a peer of your choicee, by viewing peer posts to inspire your second post.

Due to the interactive nature of this learning task, incomplete or late posts will receive a zero.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1 – ART-BASED DISCUSSION

The 1st post

- artwork clearly represents related concepts and adheres to assigned format ___/20%
- The artist statement connects process to product and intended meaning ___/10%
- The artwork demonstrates artistic effort (aesthetic awareness, creativity, artistic elements) ___/20%

The 2nd post (Response)

- artwork clearly represents concepts or ideas inspired by the original post(s) ____/30%
- The artwork demonstrates artistic effort (see above) ____/20%

Interactive Discussion

Live participation during Zoom sessions is required. During each Zoom session, we will explore topics and assigned reading/videos through live prompts that spark discussion in breakout rooms or in the D2L discussion board. Active engagement in this discussion is evaluated on a pass/fail basis with 2% of your final grade allocated for each Zoom.

2. LEARNING TASK 2: Form of Representation, worth 30%

The arts can be useful, not only for creativity and expression, but also as a way of conducting interpretive research that reflects and makes sense of your world through the arts. **Arts integration enables learning to take place through the processes of art-making, and the resulting artworks are artifacts that represent cognition and knowledge.**

For this task, you will work independently to conduct *research creation* on the assigned topic. The Canadian Social Science and Humanities Research Council defines research creation as: “An approach to research that combines creative and academic research practices, and supports the development of knowledge and innovation through artistic expression, scholarly investigation, and experimentation.” (sshrh-crsh.gc.ca retrieved Dec 2020). For this task, you are the knowledge-holder with lived-experience that can inform your inquiry on a topic (tbd) that you will then represent through one of the assigned art forms (to be discussed in class). The resulting work of art will represent your subjective knowledge on the topic of inquiry, that you will explain in a 2 Minute Talk (video in D2L Discussion Board) with video or images of your resulting art work. Ultimately, your submission will reflect: your self-inquiry on one topic (the big question); three themes represented through three art forms (to be learned in class) that reveal your perspectives in response to the big question, performed or intalled (exhibited) in a location.

Note: Specific steps and process for this task will be discussed, demonstrated, and structured in class.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Detailed instructions and assessment rubric will be discussed in class then posted on D2L.

- The submission adheres to assignment format and criteria ____/20%
- There are clearly three themes or concepts represented that inform the topic of inquiry ____/30%
- The presentation clearly explains your process and the cognition represented in the work ____30%
- The final work demonstrates artistic effort, aesthetic appeal, holistic unity, and creative style ____/20%

3. LEARNING TASK 3: Collective Research Creation, worth 30%

By now, you will have experienced working with a variety of forms of representation and artistic elements that can be used for exploring a research topic through the arts. As you learned in LT2, these art forms can be used for representing personal knowledge. They can also be used as methods for

conducting arts-based research, going through their distinctive processes to understand and represent the knowledge of others. As a class, *you will research a topic of inquiry (tbd)*, this time by *exploring perspectives other than your own* and representing your emergent findings with a group, through the arts. Emergent knowledge is an understanding that *comes into view or arises out of experience*. While arts-based research can be informed by other sources, we also come to know it personally through the cognitive processes that take place during art-making, including somatic, emotive, and multisensory experiences.

Working in a group, *you will be assigned a set of knowledge-holders* generated from a list in class. These knowledge holders have lived-experience on the topic of inquiry that is *different* than your own, whose stories can inform your research in relation to the inquiry topic. This is not a traditional research project, so you are free to blend in a variety of media sources (peer-reviewed, mainstream journalistic, and social media) in pursuit of marginalized voices and authentic perspectives (please document and cite sources). You will go through a structured process of data collection and analysis, then collaborate on creating and performing a work that represents three themes from your findings through three different forms of representation. Detailed, step-by-step instructions and assessment rubric will be discussed in class. *You are discouraged from beginning this task until it is discussed in Week 4.* There is no Zoom session during week 5 to provide your group time for collaboration together. Groups will present live in the last week of class.

The length of time for each presentation will be determined in class, based on class size & time constraints.

CRITERIA FOR ASSESSMENT OF LEARNING TASK3

- The presentation adheres to assignment format and criteria ____/20%
- The work represents real perspectives, grounded in evidence (12 cited quotes) for authentic voice ____/30%
- The final work has aesthetic appeal, holistic unity and demonstrates artistic or creative style ____/30%
- Peer Score: Students are able to authentically weigh their contribution to the process ____20%

*** IMPORTANT NOTE ON USE OF A.I.: Please note that all assignments are expected to be the original work of the students and they are not to employ text generation software or text-to-image models (for example, ChatGPT or DALL-E). Creative exceptions may be granted with instructor's explicit (documented) approval prior to use.**

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 topics considered in class. You will also help other classmates by providing ideas for scholarly inquiry in assignments.

EXPECTATIONS FOR WRITING AND ARTISTIC WORK

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing and artistic 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. Missing discussion entries can not be made up due to the experiential nature of the course, and reflective nature of the task. Acceptions may be made by the instructor due to illness or other personal reason on a case by case basis that may require documentation.

Assignments submitted after the due date without prior approval will be docked 10% per day late – with the exception of Discussion tasks (which receive a zero if not posted at assigned time).

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

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/a89ecbf758841b5983c4b67746e7846>

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 Claire Gillis,
esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.