

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

**EDER 689.12  
Curricular Integration of Outdoor Education  
Winter 2016**

**Instructor:** Dr. Greg Lowan-Trudeau  
**Office:** EDT 506  
**Phone:** 403-220-7922  
**Email:** [gelowan@ucalgary.ca](mailto:gelowan@ucalgary.ca)  
**Office Hours / Virtual Office Hours:** By appointment

**Winter Term:** Jan 11 – Apr 15, 2016

**Course Dates:** January 12 – March 29, 2016  
Adobe Connect Online delivery sessions on Jan 12, Feb 2, 16, Mar 29  
Self-directed ongoing delivery sessions  
Local Field Study session February 6  
Face-to-face Field Study sessions on Mar 5 & 6

**COURSE DESCRIPTION:**

This course will explore how Outdoor Education can be integrated across many disciplines and lead to a greater appreciation of how the subject, as an interdisciplinary area, can enhance environmental learning without reducing the "meaningfulness" of the field of Outdoor Pursuits & Outdoor Education. Environmental stewardship and sustainable practice will be identified as key pillars in the development of such programs.

**LEARNER OUTCOMES:**

Having completed this course, you will be able to:

- Recognize how outdoor education can be infused across the program of studies to advance integrated delivery models.
- Demonstrate how outdoor education can be used as an interdisciplinary vehicle to enhance authentic learning experiences.
- Understand how outdoor education can be used to improve actions associated with environmental stewardship, sustainable practices, and social and environmental justice.
- Recognize and know how to manage risk associated with winter-based outdoor education activities.
- Recognize the integrated core competencies that outdoor education has for enhancing overall student success (i.e. integrated curriculum, environmental stewardship, sustainability, etc.) and be prepared to advocate for these qualities.
- Demonstrate how these outcomes can be integrated into overall outdoor education organization and planning.

## LEARNING OBJECTIVES:

In this course you will:

- Experience a variety of winter based environmental and outdoor education contexts that provide opportunities to explore integrated learning approaches, develop outdoor teaching skills, introduce relevant local outdoor teaching locations and explore how these opportunities contribute to the development of cross curricular core competencies.
- Explore a variety of learning models and structures that facilitate interdisciplinary approaches to environmental stewardship and sustainable practice through outdoor education delivery mechanisms.
- Engage in collaborative discussions and experiences that explore divergent issues, challenges and perceptions on outdoor education.

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

## COURSE DESIGN AND DELIVERY:

This course will consist of a combination of face-to-face, on-line experiences using Adobe Connect supported by D2L, and asynchronous opportunities that acknowledge regional time differences associated with student locations.

## Required Readings:

All readings can be accessed online through the U of C Library and/ or D2L;

Ardoin, N.M. (2006). Toward an interdisciplinary understanding of place: Lessons for environmental education. *Canadian Journal of Environmental Education*. 11(1), 112-126.  
<https://cjee.lakeheadu.ca/article/view/508/410>

Barrett, M.J., (2006). Education for the environment: Action competence, becoming, and story. *Environmental Education Research*. 12(3/4), 503-511.  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=22493941&site=ehost-live>

Breunig, M., Martell, J. & Russell, C. (2014). Students' experiences with/in integrated environmental studies programs in Ontario, *Journal of Adventure Education and Outdoor Learning*. DOI:10.1080/14729679.2014.955354.  
<http://www.tandfonline.com/doi/full/10.1080/14729679.2014.955354>

Comishin, J.E., Dymont, J.E. & Potter, T.G., (2004). The development and implementation of outdoor-based secondary school integrated programs. *Applied Environmental Education and Communication*. 3(1), 47-53.  
<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/15330150490270631>

Henderson, B. & Potter, T.G., (2001). Outdoor adventure education in Canada: Seeking the

country way back in. *Canadian Journal of Environmental Education*, 6, 225-242.

<https://cjee.lakeheadu.ca/article/view/297/212>

Higgins, P. & Kirk, G. (2006). Sustainability education in Scotland: The impact of national and international initiatives on teacher education and outdoor education *Journal of Geography in Higher Education*. 30(2), 313-326.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=21193608&site=ehost-live>

Kusago, T. (2011). A sustainable well-being initiative: Social divisions and the recovery process in Minamata, Japan. In M. J. Sirgy, R. Phillips, & D. Rahtz (Eds.), *Community Quality-of-Life Indicators: Best Cases V* (Vol. 3, pp. 97–111). Netherlands: Springer. Retrieved from

[http://dx.doi.org/10.1007/978-94-007-0535-7\\_5](http://dx.doi.org/10.1007/978-94-007-0535-7_5)

Lowan-Trudeau, G. (2015). Your backyard, the final frontier: Considering adventure education from an Indigenous perspective. In R. Black & K. Bricker (Eds.) *Adventure Programming and Travel for the 21st Century* (pp. 173-176). State College, PA: Venture Publishing. (pdf will be posted on D2L)

Lugg, A., (2007). Developing sustainability-literate citizens through outdoor learning: Possibilities for outdoor education in higher education. *Journal of Adventure Education & Outdoor Learning*, 7(2). 97-112.

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/14729670701609456>

Payne, P.G. & Wattchow, B., (2010). Phenomenological deconstruction, slow pedagogy, and the corporeal turn in wild environmental education. *Canadian Journal of Environmental Education*, 14, 15-32.

<https://cjee.lakeheadu.ca/article/view/883/541>

Smith, E.F., Steel, G. & Gidlow, B. (2010). The temporary community: Student experiences of school-based outdoor education programmes. *Journal of Experiential Education*. 33(2), 136-150

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=54020361&site=ehost-live>

Sugerman, D. (2001). Inclusive outdoor education: Facilitating groups that include people with disabilities. *Journal of Experiential Education*. 24(3). 166-172

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=6661283&site=ehost-live>

Warren, K. (2002). Preparing the next generation: Social justice in outdoor leadership education and training. *Journal of Experiential education*. 25(1). 231-239

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=7050076&site=ehost-live>

Zink, R. & Burrows, L., (2008). 'Is what you see what you get?' The production of knowledge in-between the indoors and the outdoors in outdoor education. *Physical Education and Sport Pedagogy*. 13(3), 251-256.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=33158082&site=ehost-live>

#### **Additional Readings and Resource Links:**

Davison, L. (2001). Qualitative research and making meaning from adventure: A case study of boys' experiences of outdoor education at school. *Journal of Adventure Education & Outdoor Learning, 1;2*. Taylor & Francis  
<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/14729670185200041>

Alberta Education. Curriculum Redesign Website. 2014.  
<http://education.alberta.ca/department/ipr/curriculum.aspx>

Alberta Education Cross Curricular competencies  
[http://erlc.ca/resources/resources/cross\\_curricular\\_competencies\\_overview/](http://erlc.ca/resources/resources/cross_curricular_competencies_overview/)

ACEE (Alberta Council for Environmental Educators.) Why environmental education?  
 Retrieved from <http://abcee.org/champione/#Benefits>

You are also recommended to consider some of the readings and resources found in earlier courses.

**COURSE SCHEDULE:**

Date	Topics, Themes, Objectives & Outcomes	Readings and Tasks	Due Dates
Jan 12 Tues. 3hrs 6:30-9:30 pm	<p><b>Adobe Connect Online</b>  <i>Course orientation and expectations</i></p> <p>Recognize how outdoor education can be infused across the program of studies to advance integrated delivery models.</p> <p>Understand how outdoor education can be used to improve actions associated with environmental stewardship, sustainable practices, and social and environmental justice.</p>	<p>Readings: Henderson, B. &amp; Potter, T. and Lowan-Trudeau (two papers)</p> <p>Tasks:            Course orientation and expectations            Facilitated discussions</p> <p>Approach: Adobe Connect online</p>	
Jan 13- Feb 2	<p><b>Self-directed ongoing</b>  <i>Interdisciplinary Programs &amp; Philosophical Considerations for OE/EE</i></p> <p>Recognize the integrated core competencies that outdoor education has for enhancing overall student</p>	<p>Readings: Breunig, M., and Payne, P.G. &amp; Wattchow, B. (two papers)</p> <p>Task: Begin work on Task #1A or 1B</p> <p>Approach: Self-directed ongoing independent or small group work</p>	Begin working on Learning Task #1A or #1B

	<p>success (i.e. integrated curriculum, environmental stewardship, sustainability, etc.) and be prepared to advocate for these qualities.</p> <p>Understand how outdoor education can be used to improve actions associated with environmental stewardship, sustainable practices, and social and environmental justice.</p>		
<p>Feb 2 Tues. 3hrs 6:30-9:30 pm</p>	<p><b>Adobe Connect Online</b> <i>International Connections</i></p> <p>Environmental stewardship and sustainable practice through global education</p> <p>Recognize how outdoor education can be infused across the program of studies to advance integrated delivery models.</p>	<p>Reading: Higgins &amp; Kirk and Kusago, T. (two papers)</p> <p>Task: Facilitated discussions Guest speaker</p> <p>Approach: Adobe Connect online</p>	
<p>Feb 6 Sat. 9hrs 8:00 am-5:00 pm</p>	<p><b>Local Field Study</b> <i>Critical Understandings of Place</i></p> <p>Demonstrate how outdoor education can be used as an interdisciplinary vehicle to enhance authentic learning experiences.</p> <p>Recognize and know how to manage risk associated with winter-based outdoor education activities.</p>	<p>Reading: Ardoin, N.M.</p> <p>Task: Participate in an exploration of your local environment. Final details TBA.</p> <p>Approach: Self-directed outdoor activities</p>	
<p>Feb 7-15</p>	<p><b>Self-directed ongoing</b> <i>Social Justice &amp; Inclusivity</i></p> <p>Leadership and advocacy for meaningful outdoor education</p>	<p>Reading: Sugerman, D. &amp; Warren, K (two papers)</p> <p>Task: Continue development of workshop presentation OR Case study/ Critical issue analysis</p>	

	<p>Understand how outdoor education can be used to improve actions associated with environmental stewardship, sustainable practices, and social and environmental justice.</p>	<p>Approach: Self-directed ingoing</p>	
<p>Feb 16 Tues. 3hrs 6:30-9:30 pm</p>	<p><b>Adobe Connect Online</b> <i>Advocacy and Action at Various Levels</i></p> <p>Environmental stewardship and sustainable practice through global education</p> <p>Understand how outdoor education can be used to improve actions associated with environmental stewardship and overall sustainable practices at a variety of levels.</p>	<p>Readings: Barrett, M.J. and Lugg, A. (two papers)</p> <p>Task: Facilitated discussions Guest speaker</p> <p>Approach: Adobe Connect online</p>	
<p>Mar 05 Sat. 8 hrs. 8:00 am – 4:00 pm</p> <p><i>*Final schedule TBA</i></p>	<p><b>All Day Field Study</b> <i>Experience, Activity &amp; Community</i></p> <p>Demonstrate how outdoor education can be used as an interdisciplinary vehicle to enhance authentic learning experiences.</p> <p>Recognize and know how to manage risk associated with winter-based outdoor education activities.</p>	<p>Reading: Smith et al.</p> <p>Activities, Approaches and Tasks: Cross country skiing Guest Speaker Workshop presentations Facilitated discussions</p>	
<p>Mar 06 Sun. 8hrs 8:00 am-4:00 pm</p> <p><i>*Final schedule TBA</i></p>	<p><b>All Day Field Study</b> <i>Experience, Activity &amp; Community</i></p> <p>Demonstrate how outdoor education can be used as an interdisciplinary vehicle to enhance authentic learning experiences.</p>	<p>Reading: Zink &amp; Burrows</p> <p>Activities, Approaches and Tasks: Cross country skiing Guest Speaker Workshop presentations Facilitated discussions</p>	<p><b>Task #1A or 1B Due</b> Submission of Case/ Critical Issue Studies or Presentation of Workshops</p>

	Recognize and know how to manage risk associated with winter-based outdoor education activities.		
Mar 06-28	<b>Self-directed ongoing Program Development</b>  Demonstrate how these (Outdoor Education) outcomes can be integrated into overall outdoor education organization and planning.	Reading: Comishin, J.E et al.  Task: Begin work on Learning Task #2: Unit plans  Approach: Self-directed	
Mar 29 Tuesday 6:30-9:30 pm	<b>Adobe Connect Online Unit Plan Presentations &amp; Course Conclusion</b>  Demonstrate how these (Outdoor Education) outcomes can be integrated into overall outdoor education organization and planning.	Tasks: Presentation and facilitated discussions of Unit Plans Final course debrief  Approach: Adobe Connect	<b>Learning Task #2</b> Submission of Unit Plans & Brief Online Presentations

**CHANGES TO SCHEDULE:** Please note that changes to the schedule may occur in response to student questions and conversations and of course as a result of weather conditions.

#### LEARNING TASKS AND ASSESSMENT

There are **two (2)** required Learning Tasks for this course. You have a choice between Task 1A and Task 1B. You need to complete only one of these two. The choice is yours. You must complete Task 2. **Completion of all assigned tasks is necessary to achieve a passing grade.**

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	GROUPING FOR TASK
Learning Task 1A	Case study/ Critical issue analysis OR	40%	Individual
Learning Task 1B	Integrated outdoor education professional development workshop preparation and presentation		Pairs or Groups of 3
Learning Task 2	ALL: Integrated delivery unit outline – or similar – and brief presentation	60%	Individual

#### LEARNING TASK GUIDELINES:

- Unless otherwise indicated, all assignments are due at the end of the day on the assigned date **in electronic copy via D2L dropbox.**

- In-text citations and a reference list are expected for all written assignments following current **APA (6<sup>th</sup>) standards**. There are a variety of free and easily accessible websites that provide basic APA guidelines such as: <http://owl.english.purdue.edu/owl/resource/560/01/>
- In order to present your ideas in the most lucid and succinct manner possible, please have your written assignments **peer-reviewed/ edited** *prior to submission*. If needed, writing support is available through the [Academic Success Centre](#).
- As per university guidelines, late assignments will not be accepted without documentation of extenuating circumstances
- Please see the instructor **as soon as possible** for clarification or modification of any assignment details or discussion of extenuating circumstances.

### **LEARNING TASK 1A: Case Study/ Critical Issue Analysis**

**FINAL PRODUCT DUE: MARCH 5<sup>TH</sup>, 2016**

**(40%)**

Students will be expected to review international research sources to examine an outdoor education case study or critical issue that is relevant to their learning and professional practice. Potential areas of study could include risk management, integrated curriculum, learning in alternative settings, environmental stewardship or sustainability, and social and/ or environmental justice in outdoor and environmental education.

\*Please confirm your topic with the instructor well in advance

\*Length: 2000-2500 words

#### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 1A**

- Final product shows evidence of:
  - Brief summary or overview of the case study/ critical issue explored
  - Effective identification of the main events, issues, activities or problems inherent in the chosen topic.
  - Analysis of the identified events, issues, activities or problems regarding such things as effectiveness, approach, effective and professional practice, etc.
  - Comments or recommendations regarding such things as effectiveness of events and activities, alternative actions, solutions or approaches or additional actions/ questions that could have been considered
  - An exploration of any potential applications to your work
  - Links to ongoing course readings, class work, and discussion
  - Links to additional global research on the topic
  - Effective graduate school writing standards as per above

**OR**

### **LEARNING TASK 1B: Integrated outdoor education professional development workshop preparation and presentation**

**DUE: MARCH 5<sup>TH</sup> OR 6<sup>TH</sup>, 2016** (FINAL PRESENTATION SCHEDULE TBA)

**(40%)**

In pairs or groups of three, students are expected to develop an effective 45-60-minute professional development presentation (suitable for delivery to a collection of colleagues at a conference, workshop or convention) that educates about the value of delivering the program



of studies through an integrated, interdisciplinary approach that involves thoughtful outdoor education experiences, preferably in a winter environment.

\*Workshops will be presented during the March 5<sup>th</sup> & 6<sup>th</sup> Field Study days.

\*Please check with your instructor well in advance to confirm your topic.

#### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 1B**

- The workshop has an effective sequence of introduction, body and conclusion
- The introduction features an effective attention getting technique
- A thesis, argument, position, and/ or workshop purpose is clearly stated
- Subject knowledge is evident and demonstrated
- At least 3 major points are presented
- At least 2 minor points are presented
- Affective and cognitive elements are integrated into the topic
- Global research is evident and cited
- Scholarly evidence is used to support the topic
- The conclusion represents an effective summary
- An effective presentation style is applied that is engaging, involves participants, uses a variety of presentation and learning strategies, and starts and finishes within 60 minutes.

#### **LEARNING TASK 2: Integrated delivery unit outline – or similar - and presentation**

**DUE: MAR 29<sup>TH</sup>, 2016**

**(60%)**

Students are expected to design a complete learning and teaching unit, or similar for students not in the traditional school system, that reflects an integrated, cross curricular approach to delivering the program of studies or other educational expectations/themes relevant to their unique circumstances.

\*Students will also be expected to briefly share and discuss their unit outline during the final Adobe Connect Session on Mar. 29<sup>th</sup>.

#### **CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

- Program of studies (or similar) learner outcomes or expectations are clearly defined.
- A series of classroom-based activities, which demonstrate the integration of core cross-curricular core competencies, are described.
- The scope of the unit emanates from a question, problem, issue or exploration that is relevant to students on a community, local, provincial, nation and global level.
- Activities and tasks require that students contribute knowledge, products or services to their community.
- A series of outdoor experiences are applied that demonstrate the integration of core cross-curricular competencies.
- The activities and tasks (indoor and outdoor) provide multiple opportunities for students to reflect on their learning.
- A risk assessment and mitigation plan is described for outdoor activities.
- There is evidence of students engaging with experts and professionals beyond the classroom to deepen their understanding and improve their performance and knowledge.
- Guest speakers, unit content experts, or other community elements are integrated into planning and/or delivery.

- The unit includes some call to action for students.
- Unit planning shows evidence of class readings and discussions, along with global research into integrated program design and delivery.
- Unit demonstrates opportunities to engage in deep and meaningful thought, experience and learning for students.
- Assessment techniques are used that allow students to demonstrate the full range of their learning.
- Students are provided with the strategies, skills and opportunities to assess their own learning.
- Students set goals, next steps or develop strategies to deepen learning and understanding.
- The unit contributes to school and/ or organizational culture.
- A concise, engaging, and insightful discussion of the unit is provided.

### GRADUATE PROGRAMS IN EDUCATION: GRADING SCALE

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

\*Based upon Faculty of Graduate Studies 2015/2016 Calendar, "Distribution of Grades"

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

-----  
**Werklund School of Education Appeals Policy and Process**

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

**Universal Student Ratings of Instruction (USRIs)**

Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation

is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

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

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

#### **Graduate Studies Calendar, Excerpts on Plagiarism:**

##### O.1.a) Definitions

1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.

(b) Parts of the work are taken from another source without reference to the original author.

(c) The whole work (e.g., an essay) is copied from another source, and/or,

(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

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

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

2. Disciplinary probation.

3. Suspension.

4. Expulsion.

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

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

#### **Accommodations on Protected Grounds other than Disability**

Students who require 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 their Instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

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

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

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

unofficial