



Course Syllabus

EU433 Environmental Education

Program Bachelor of Education

Faculty of Education, Waterloo Campus

Winter | 2022

We acknowledge that Wilfrid Laurier University and its campuses are located on the traditional territory of the Anishinaabe, Hodinohsyó:ni (Haudenosaunee), and Neutral peoples. This land is part of the Dish with One Spoon Treaty between the Hodinohsyó:ni and Anishinaabe peoples and symbolizes the agreement to share the land, protect our resources, and not to engage in conflict. Wilfrid Laurier Brantford and Waterloo, as well as the Kitchener location are also located on the Haldimand Tract, which was the treaty signed in 1784 that granted the Haudenosaunee Confederacy 10km on either side of the Grand River, from mouth to source. Today, this gathering place is home to many First Nations, Métis, and Inuit from across Turtle Island. We recognize, honour, and respect these Nations as the traditional stewards of the lands and water on which Laurier is now present. We are grateful to have the opportunity to live, learn, work, and play on these lands.

Instructor Information

Judy Halpern | BA310

Contact Information: jhalpern@wlu.ca

Weekly Office Hours: by appointment via Zoom

Important information will be posted for the entire class via the Newsfeed on the course page of My Learning Space (MyLS). You can reach me at jhalpern@wlu.ca. I will reply to your email as soon as I can but if I have not responded within 48 hours, please email again. Office hours (via Zoom) can be set up by appointment.

Course Information

The course schedule, evaluation scheme, methodology, assessments, lab and tutorial attendance, testing and final exam policies have been planned based on current public health guidelines. Should these guidelines change, any adjustments will be communicated to students.

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to MyLearningSpace, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Student Non-Academic Code of Conduct and/or Code of Academic Conduct and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Wilfrid Laurier University.

Location and Times : 45 Lodge St LL004, Mondays 4:30-7:20 pm (now virtually, through Zoom)
Our class is scheduled for Mondays, from 4:30-7:20 pm, beginning Monday January 3rd ending Monday January 31, 2022.

We will meet for a **synchronous** class on January 3rd and stay online for approximately 2 hours. During our scheduled class times you will be asked to go outdoors. Please be prepared to do so. The rest of the course will be offered both synchronously and asynchronously, by having you participate in a variety of learning activities, both on and offline.

The format for this course was to be in-person; however, health regulations have required that we move to remote instruction. Students are reminded that all university rules, regulations and policies apply, including the academic and non-academic codes of conduct

<https://www.wlu.ca/about/governance/assets/resources/12.3-non-academic-student-code-of-conduct.html> and COVID-19 safety protocols <https://wlu.ca/coronavirus/assets/resources/12-ways-laurier-is-preparing-for-a-safe-return-to-campus.html>. Students who require exemptions from university policies should have them addressed under the established processes

<https://www.wlu.ca/coronavirus/assets/resources/vaccinations-requirement-faq.html>.

We are still scheduled to have our last class, **Monday January 31st in person beginning at 4:30**. If health regulations allow it, we may plan to meet outdoors at some point during the 5-week session.

Calendar Description:

The purpose of this [course](#) is to provide an opportunity for Teacher Education Candidates to consider how experiential environmental education can be incorporated in school settings. The course examines curriculum documents related to environmental education and incorporates active learning to provide resources and strategies to support curricular expectations. Class time is spent in local contexts that support environmental education activities such as conservation authorities, parks, and Eco-schools.

Course Overview and Approach

The purpose of this course is to provide an opportunity for Teacher Candidates to consider how experiential environmental education can be incorporated in school settings and beyond. This course incorporates active learning strategies to provide resources to support curricular expectations. Class time is spent in local contexts that support environmental education activities.

An important understanding of environmental education is that it is education **for, about and in** the environment. Therefore, part of each class will be spent outdoors. Teacher candidates are encouraged to be reflective, responsive, playful and to practice reciprocity as we explore ways to understand the natural world and to contribute to a healthy, sustainable planet. Please be prepared for the weather with appropriate clothing!

Program Learning Outcomes Addressed in the Course

1. **Learning Environment (continue):** Use effective strategies to develop positive relationships and create an inclusive learning environment that respects diverse learner identities, and supports the development of self-regulated, adaptive, and social justice-oriented learners.
2. **Knowledge of Education (introduce):** Construct and apply subject-specific knowledge and understanding of students, Ontario curriculum, legislation, teaching practices, technology integration, and classroom management strategies, to promote the learning achievement of all students.
3. **Planning (introduce):** Design short and long-term instructional plans that are developmentally appropriate and relevant to diverse learner needs, perspectives and experiences, using appropriate technologies and resources.
4. **Instructional Strategies (continue):** Implement a broad range of evidence-based instructional strategies and technologies that promote self-regulated student learning and develop creative and critical thinking, collaborative and problem-solving skills.

5. **Communication (continue):** Communicate effectively and professionally with diverse audiences using various media including both face-to-face interaction and online methods, in written, visual and oral forms.
6. **Professionalism (continue):** Adopt a professional demeanor in both school and university contexts, develop professional relationships, and follow ethical standards of practice.
7. **Inquiry and Continuous Learning (continue):** Adapt and refine teaching practices through inquiry and reflection, using a variety of sources and resources, including collaborative, professional learning networks in face-to-face and digital environments.

Course Learning Outcomes

By the end of this course students will be able to:

1. Explore ways to integrate environmental and sustainability education, outdoor/experiential education, place-based education, and eco-justice education into other subject areas.
2. Have the opportunity to teach and learn **for** and **in** the environment as part of students' preservice education program.
3. Develop competence in skills and understandings of the components of environmental literacy.
4. Enable learners to engage in open inquiry and investigation considering environmental issues.
5. Practice reciprocity, reflection, and responsible actions towards a sustainable planet.

Indigenous Education Statement

Laurier's Faculty of Education is committed to work to decolonizing our practices by first and foremost recognizing and accepting the reality of Canada's colonial history. We are also committed to indigenizing our curricula and educational practices. We begin this process by dialoguing with our Indigenous community partners and with a good heart and mind, indigenize our practices by infusing Indigenous content—teachings, worldviews, knowledges, and perspectives—in all of our courses. To this end, we aim to support the development of teachers' foundational knowledge base of Indigenous content, to collectively encourage reciprocity, mutual understanding, acceptance, sharing, and transformation across Indigenous and non-Indigenous communities and, create a welcoming environment for all Indigenous students, faculty, and staff.

In this course, First Nations, Métis, and Inuit topics, worldviews, knowledges, and perspectives will be explored in the following ways:

- Investigate resources devoted to building knowledge and fostering understanding of First Nations, Metis, and Inuit worldviews and teachings.
- Explore ways to reconnect with the land in a place-based context
- Adhere to Ethical Standards and Standards of Practice using an Indigenous lens.

Technology Statement

Digital technologies for both teaching and learning are an integral component of the Bachelor of Education degree. MyLearningSpace, the university endorsed Learning Management System, will be used to varying degrees across courses for organizing course content, submitting and evaluating assignments, and for class participation. Consult Laurier's policy governing the use of information technology:

- [Policy 9.1 Use of Information Technology](#): This policy is presented to provide guidance and expectations to all members of the university community who provide and use Wilfrid Laurier University ("Laurier") information technology in the conduct of study, research, teaching and administration. It is based on the premise that all members of the Laurier community act in a responsible and professional way.
- [Policy 9.3 Classroom Use of Electronic Devices](#): Wilfrid Laurier University recognizes the importance of innovative and progressive technologies that support excellence in teaching and learning, promote integrated learning, advance scholarship, and facilitate global engagement and citizenship. This policy is aimed at ensuring that students have access to technologies to enhance their learning during course instruction and or assessment while simultaneously placing the responsibility of establishing guidelines for use for educational purposes with the course instructor.

Digital technology will be integrated into this course as learning and teaching tools in the following ways:

- In this course students will be required to familiarize themselves with specific technologies that can also be used in their classrooms.
- TCs will understand the role of technologies new and old in education and be able to use the appropriate technologies in the applicable setting.
- There will be times in each class when we are asked to not have devices in hand.

Course Tools and Learning Materials

Required Course Texts:

- Kozak, Stan & Elliot, Susan. (2014). ***Connecting the Dots: Key Strategies That Transform Learning for Environmental Education, Citizenship and Sustainability.*** Available for reading/download at: <https://lif-lst.ca/resources/connecting-the-dots/>

Recommended Readings:

- Assadourian, Erik; Mastny, Lisa; Worldwatch Institute. (2017). ***EarthEd: Rethinking Education on a Changing Planet.*** Chapter 1 pp. 3-20. Island Press, Washington D.C. Available for reading/download at: http://earthed.info/wp-content/uploads/2017/03/SOW17_chap1_EarthEd.pdf
- Humphreys, Chloe and Council of Outdoor Educators of Ontario (2018). ***Dynamic Horizons: A Research and Conceptual Summary of Outdoor Education.*** Available for download at: <https://www.coeo.org/wp-content/uploads/2019/07/COEO2018DynamicHorizonsPDF.pdf>
- Judson, Gillian. (2018). ***A Walking Curriculum: Evoking Wonder and Developing a Sense of Place (K-12).*** (<http://www.educationthatinspires.ca/walking-curriculum-imaginative-ecological-learning-activities/>)
- Sweeney, Linda Booth; Worldwatch Institute (2017). ***All Systems Go! Developing a Generation of "Systems Smart" Kids.*** Chapter 12 pp. 141-153. Island Press, Washington D.C. Available for reading/download at: https://lindaboothsweeney.net/SOW17_chap12_systems-thinking.pdf

Suggested Podcasts: The following are some of the many podcasts focussed on environmental education. There are many others to choose from, visit VoicEd Radio, “where Canada comes to talk about Education” at <https://voiced.ca/>.

- How to Save a Planet, can be accessed at
<https://gimletmedia.com/shows/howtosaveplanet>
 - Climate change. We know. It can feel too overwhelming. But what if there was a show about climate change that left you feeling... energized? One so filled with possibility that you actually wanted to listen? Join us, journalist Alex Blumberg and a crew of climate nerds, as we bring you smart, inspiring stories about the mess we're in and how we can get ourselves out of it.
- No Place Like Home, can be accessed at <https://www.noplacelikehomepodcast.com/>
 - No Place Like Home, a podcast that gets to the heart of climate change. From staying sane in the age of climate change, to real talk about whether or not our personal choices really matter to saving the planet, No Place Like Home dives into the spiritual, personal, cultural, and emotional dimensions of climate change. We don't shy away from science and politics, but we always bring along our sense of humor - and a feisty dose of hope.
- Talking with Green Teachers, can be accessed at
<https://greenteacher.com/talking-with-green-teachers/>

- We are pleased to share with you our newest project: Talking with Green Teachers, a podcast featuring discussions with environmental educators from around the globe. In each interview-style episode, we hear the human side of EE, while discussing some of the big questions facing this diverse branch of education.
- Teaching in a Climate Crisis, can be accessed at <https://voiced.ca/project/teaching-in-a-climate-crisis/>
 - How can teachers best address the climate crisis? Why is this important, what do we need to know, and how should we 'be'? Also, who's leading the way here in Canada, and what can we learn from looking abroad? Two new teachers from OISE's Master of Teaching program, recent grad Yana Lee and second-year student Jackson Follow, have conversations with key players and minds to answer these questions. Strap in for some insightful, interesting, and hopefully inspiring discussions.

Ministry of Education documents

- Ontario Ministry of Education and Training. (2008). *Standards for Environmental Education in the Curriculum*. Queen's Printer. Available for download at: http://www.edu.gov.on.ca/eng/teachers/enviroed/Env_Ed_Standards.pdf
- Ontario Ministry of Education and Training. (2017). *Environmental Education/Scope and Sequence of Expectations: The Ontario Curriculum Grades 1-8 and The Kindergarten Program*. Ontario: Queen's Printer. Available for download at: http://www.edu.gov.on.ca/eng/curriculum/elementary/environmental_ed_kto8_eng.pdf
- Ontario Ministry of Education and Training. (2016). *First Nations, Métis, and Inuit Connections: Scope and Sequence of Expectations Grades 1-8 and The Kindergarten Program*. Queen's Printer. Available for download at: <http://www.edu.gov.on.ca/eng/curriculum/elementary/elementaryFNMI.pdf>
- Ministry of Education and Training (2009) *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools*. Ontario: Queen's Printer. Available for reading/download at: <http://www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf>
- Ontario Ministry of Education and Training (2007) *Shaping our Schools Shaping our Future: Environmental Education in Ontario Schools*. Ontario: Queen's Printer. Available for reading/download at: <http://www.edu.gov.on.ca/eng/teachers/enviroed/shapingSchools.pdf>

Student Evaluation

Assessment (choose 2 of the 3 weighted at 35%)	Weighting	Due Date
#getoutside!	35%	Upon completion, by January 31, 2022
Annotated Resource Portfolio	35%	Upon completion, by January 31, 2021
Reflections on listenings	35%	Upon completion, before January 31, 2022
Professional Contributions	30%	ongoing
Total	100%	

Learning Activities and/or Assignments (choose 2 of the following 3 assignments)

1. #getoutside! (Knowledge of Education, Planning, Instructional Strategies, inquiry) (35%)

Based on **A Walking Curriculum** by Gillian Judson, students will design and lead a curriculum-based walk (for a class of students, a group of children or at least 2 other people – children or adults). This walk will be a planned, mindful walk that uses at least one **cognitive tool** to engage the walkers.

“Walking activities are designed to

- **engage** the body, emotions, and imagination in ways that can increase familiarity with the local and natural contexts of school and learning;
 - **increase** attention to detail, particularity and their connection with place;
 - **connect** Place-based learning activities with cross-curricular goals;
 - **serve** as examples for your own, place-inspired teaching ideas”.
- (www.educationthatinspires.ca)

Students will submit a written description of their themed walk using a modified [lesson] planner and provide some evidence that the walk was tried with others (options of evidence will be discussed with individuals who choose this option). Included in the write-up will be the **cognitive tool(s)** that will engage your walkers with their place (see <http://ierg.ca/teacher-resources/teacher-tips/> or <https://www.educationthatinspires.ca/tips-for-imaginative-educators/>).

2. Reflections on listenings (Learning Environment, Knowledge of Education, Communication, Inquiry and Continuous Learning) (35%)

Students will complete a single reflection based on at least three podcast episodes from a single podcast series, or from a combination of podcast series. The reflection should clearly name the podcast (include the specifics of the episode) incorporate course material and personal experience in their teaching, now and into the future. In this reflection identify a critical theme and/or learning and discuss what impact they will have on your teaching and/or your preparation to becoming a certified educator. Reflections should be between 500 and 1000 words, double spaced and submitted to MyLS. Please use proper APA referencing. A rubric will be shared on MyLS.

3. Annotated Resource Portfolio (Knowledge of Education, Planning, Instructional Strategies, Communication) 35%

Students will prepare an annotated resource portfolio that promotes students *taking action*. The portfolio will consist of 10 different multimodal resources (print, digital, visual, audio, etc.), selected to address your stated choice of a social/ecological issue and age group.

Each annotation will summarize the resource, reflect on its relevance, and suggest curricular connections. Each annotation should be approximately one-two paragraphs and provide enough information for a colleague to find the resource and decide whether they would find it worth investigating.

For print materials please include title, author, ISBN # and a link, if available online. For online resources please include the author and/or organization and the URL address. For all resources, please include how to access the information.

4. Professional contributions (Communication, Professionalism) 30%

This evaluation is based on on-going participation and willingness to contribute to our community of best practices in the classroom, personal reflections, and self-assessment **within** each class period, through the submission of exit tickets.

Weekly Schedule

WEEK 1: Monday, January 2, 2022

Topic, Theme, or Unit of Study: The East: The Beginnings

- Introduction to Environmental Education
- Introduction to Place-Based education
- Four directions as a guide to learning

Learning Activities:

- A Walking Curriculum introduction
- Nature as teacher/Reciprocity
- Sense of place and wonder

Readings /Preparation:

- Please read the syllabus before class.
- Judson, Gillian. (2020) *A Walking Curriculum: Outdoor Inquiry and Imagination*. EdCan Network. Retrieved from: <https://www.edcan.ca/articles/a-walking-curriculum/>
- Further readings will be assigned in class and posted on MyLS.

Assignments and due dates:

- Individual exit ticket, due at the end of class, as part of your professional contribution

WEEK 2: Monday, January 10, 2022**Topic, Theme, or Unit of Study: The South: The Teachings**

- The importance of imagination and play
- Systems thinking and the 7 strategies of interconnected learning

Learning Activities:

- Exploring low tech/no tech cognitive tools for learning outdoors
- Habits of a systems thinker

Readings /Preparation:

- Kozak, Stan & Elliot, Susan. (2014). *Connecting the Dots: Key Strategies That Transform Learning for Environmental Education, Citizenship and Sustainability*. Available for reading/download at: <https://lwf-lst.ca/resources/connecting-the-dots/>
 - Review the preface and introduction (pp. 2-9), glance over the 7 strategies of interconnected learning
- Judson, Gillian. (2016). *Three Toolkits to Help Maximize Student Learning & Engagement*. Retrieved from Getting Smart <https://www.gettingsmart.com/2016/07/31/nurture-heart-learning/>
- Judson, Gillian. (2016). *Unleash the Power of Curriculum*. Available for reading at: <http://www.educationthatinspires.ca/2016/04/28/unleash-the-power-of-curriculum/>
- Introduction to Gillian Judson's Imaginative Ecological Education and the Walking Curriculum (Gillian speaks from 14:29 – 55:10)
<https://www.youtube.com/watch?v=opR6xKOeHcU&t=3520s>

Assignments and due dates:

- Individual exit ticket, due at the end of class, as part of your professional contribution

WEEK 3: Monday January 17, 2022

Topic, Theme, or Unit of Study: The South continues: The Teachings

- Education for curriculum, character, environment, and well-being
- Land-based learning/land as teacher
- Environmental Education and Sustainability

Learning Activities:

- Earth Care/Self Care
- Land-based education vs outdoor education
- Exploring education that is sustainable

Readings /Preparation:

- Humphreys, Chloe and Council of Outdoor Educators of Ontario (2018). *Dynamic Horizons: A Research and Conceptual Summary of Outdoor Education*. Available for download at: <https://www.coeo.org/wp-content/uploads/2019/07/COEO2018DynamicHorizonsPDF.pdf>
- LeVert-Chiasson, Isabelle (2021). *Land as Teacher: Understanding Indigenous land-based education*. Canadian Commission for UNESCO. Retrieved from: <https://en.ccunesco.ca/idealab/indigenous-land-based-education>

Assignments and due dates:

- Individual exit ticket, due at the end of class, as part of your professional contribution

WEEK 4: Monday January 24, 2022

Topic, Theme, or Unit of Study: The West: Consolidation and Experience

- Eco/social justice themes in Environmental Education

Learning Activities:

- Sustainable Development Goals
- Alternative perspectives in Environmental Education

Readings /Preparation:

- The SDGs – Why It Matters retrieved from: <https://www.un.org/sustainabledevelopment/why-the-sdgs-matter/>

Assignments and due dates:

- Individual exit ticket, due at the end of class, as part of your professional contribution

WEEK 5: Monday January 31, 2022

Topic, Theme, or Unit of Study: The North: Entrenching and Reflection

- Rethinking Education on a Changing Planet

Learning Activities:

- So what, now what?

Readings /Preparation:

- Assadourian, Erik; Mastny, Lisa; Worldwatch Institute. (2017). EarthEd: rethinking education on a changing planet. Chapter summaries. Island Press, Washington D.C. Available for reading/download at:
https://islandpress.org/sites/default/files/EarthEd_TOC-summaries.pdf

Assignments and due dates:

- Individual exit ticket, due at the end of class, as part of your professional contribution

University and Course Policies

Laurier has several Senate approved policy statements it requires course instructors to include in their syllabus. Those with specific wording approved by Senate are indicated specifically below.

1. **Academic Calendars (Recommended):** “Students are encouraged to review the [Academic Calendar](#) for information regarding all important dates, deadlines, and services available on campus.”
2. **Intellectual Property (Recommended):** “The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to MyLearningSpace, are the intellectual property of the course instructors. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of course content to third-party websites violates instructors’ intellectual property rights, and the [Canadian Copyright Act](#). Recording lectures in any way is prohibited in this course unless specific permission has been granted by instructors. Failure to follow these instructions may be in contravention of the university’s [Student Non-Academic Code of Conduct](#) and/or [Code of Academic Conduct](#), and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the

relevant University Policies, and to respect the intellectual property of others during and after their association with Wilfrid Laurier University.”

3. **Special Needs (Required):** “Students with disabilities or special needs are advised to contact Laurier’s [Accessible Learning Centre](#) for information regarding its services and resources.”
4. **Plagiarism (Required):** The University has approved the following wording for inclusion on all course syllabi about the use of the institutionally supported plagiarism software tool:

“Wilfrid Laurier University uses software that can check for plagiarism. If requested to do so by course instructors, students are required to submit their written work in electronic form, and have it checked for plagiarism.” (Approved by Senate May 14, 2002).

In addition to the statement above you may wish to add the following text about academic integrity:

5. **Academic Integrity (Recommended):** “Laurier is committed to a culture of integrity within and beyond the classroom. This culture values trustworthiness (e.g., honesty, integrity, reliability), fairness, caring, respect, responsibility and citizenship. Together, we have a shared responsibility to uphold this culture in our academic and nonacademic behaviour. The University has a defined policy with respect to academic misconduct. As a Laurier student you are responsible for familiarizing yourself with this policy and the accompanying penalty guidelines, some of which may appear on your transcript if there is a finding of misconduct. The relevant policy can be found at Laurier’s [academic integrity](#) website along with resources to educate and support you in upholding a culture of integrity. Ignorance is not a defense.”
6. **Use of Zoom for Instructional Purposes (Recommended):** If you make use of Zoom for instructional purposes, it is suggested you include the following information:

“Wilfrid Laurier University uses a range of technologies to facilitate in-person and remote instruction. Zoom is currently used for remote course delivery, including lectures, seminars, and group office hours, which may be recorded, stored and shared through MyLearningSpace for access by students in the course. For these course activities, students are permitted to turn off their cameras or use an alternative name to maintain their privacy after they have confirmed this with their course instructors. Student personal information is collected and used in the course in accordance with University policies and the [Notice of Collection, Use or Disclosure of Personal Information](#). All exams and mid-terms in the course that are conducted online will be proctored using only technologies approved for assessment at Laurier as outlined [on this page](#).”

7. **Classroom Use of Electronic Devices (Recommended):** State your classroom practice and any consequences for student failure to comply – see [Policy 9.3 Classroom Use of Electronic Devices](#) (Approved by Senate March 8, 2012).

- This course requires active participation in class. At times I may direct you to use your laptop or mobile device for specific educational purposes. Other times I may direct you to turn them off. Cell phones and other communication devices should be turned off or set to quiet mode to avoid disrupting others. Use of these devices unrelated to the course (e.g., texting, checking personal e-mail, tweeting, going on Facebook, etc.) should be reserved for outside classroom use. Please be considerate of others and mindful of how you learn best. No recording of any kind is allowed in this course without previous permission by the instructor. Failure to respect this policy may result in you being asked to leave the classroom.

- You may also want to consider referring to the [Ontario College of Teacher's Advisory on Social Media](#).

8. **Late Assignment Policy (Required):** Specify any penalties that will be assessed when deadlines for the completion of course components are not met (Approved by Senate May 23, 2012). Refer to the [Handbook on Undergraduate Course Management](#) for more information.
9. **Final Examinations (Required):** “Students are strongly urged not to make any commitments (e.g., vacation) during the examination period. Students are required to be available for examinations during the examination periods of all terms in which they register. Refer to the [Handbook on Undergraduate Course Management](#) for more information.”
10. **Foot Patrol, the Wellness Centre, and the Student Food Bank (Recommended):** The University approved the inclusion of information about select wellness and safety services and supports on campus in the course information provided to students. (Approved by Senate November 28, 2011.) Specific language (by campus) is provided below.

Multi-campus Resource:

- Good2Talk is a postsecondary school helpline that provides free, professional and confidential counselling support for students in Ontario. Call 1-866-925-5454 or through 2-1-1. Available 24-7.

Kitchener/Waterloo Resources

- [Waterloo Student Food Bank](#): All students are eligible to use this service to ensure they're eating healthy when overwhelmed, stressed or financially strained. Anonymously request a package online 24-7. All dietary restrictions accommodated.
- Waterloo Foot Patrol: 519.886.FOOT (3668). A volunteer operated safe-walk program, available Fall and Winter daily from 6:30 pm to 3 am. Teams of two are assigned to escort students to and from campus by foot or by van.

- Waterloo Student Wellness Centre: 519-884-0710, x3146. The Centre supports the physical, emotional, and mental health needs of students. Located on the 2nd floor of the Student Services Building, booked and same-day appointments are available Mondays and Wednesdays from 8:30 am to 7:30 pm, and Tuesdays, Thursdays and Fridays from 8:30 am to 4:15 pm. Contact the Centre at x3146, wellness@wlu.ca or @LaurierWellness. After hours crisis support available 24/7. Call 1-844-437-3247 (HERE247).

Brantford Resources:

- [Brantford Student Food Bank](#): All students are eligible to use this service to ensure they're eating healthy when overwhelmed, stressed or financially strained. Anonymously request a package online 24-7. All dietary restrictions accommodated.
- Brantford Foot Patrol: 519-751-PTRL (7875). A volunteer operated safe-walk program, available Fall and Winter, Monday through Thursday from 6:30 pm to 1 am; Friday through Sunday 6:30 pm to 11 pm. Teams of two are assigned to escort students to and from campus by foot or by van.
- Brantford Wellness Centre: 519-756-8228, x5803. Students have access to support for all their physical, emotional, and mental health needs at the Wellness Centre. Location: Student Centre, 2nd floor. Hours: 8:30 am to 4:15 pm Monday through Friday. After hours crisis support available 24/7. Call 1-884-437-3247 (HERE247).

11. Other potential course policies: Refer to the [Academic Calendars](#) or [The Handbook on Undergraduate Course Management](#) for more information, which may include:

- Department-, program-, or Faculty specific policies
- community service-learning
- communication practices (e.g., when, mode, response time, other)
- group work
- extensions
- grade reassessment codes of conduct (e.g., student behaviour)
- exam policy
- attendance (class/lab) – faculty have a right to require attendance
- class and online participation
- other

Bachelor of Education Policies

Please refer to the Bachelor of Education Program Handbook for a full explanation of program policies and procedures. Pay special attention to policies related to attendance and participation.

~ Last updated: July 21, 2021 MKM