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Renison University College
Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization Spokesouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Winter 2024

Course Code: SDS435R

Course Title: Restorative Justice in Education (Restorative Education)

Class Times/Location: REN2918, Mondays and Wednesdays, 10-11:20 a.m.

Instructor: Dr. Crystena Parker-Shandal, (OCT, Ph.D.)

Office: REN2607

Office Hours: Mondays, 2-3 pm, before/after class, by appointment

Email: crystena.parker-shandal@uwaterloo.ca

Teaching Assistant: Robert Fantauzzi, (BA, MA)

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Course Description

This course aims to develop understandings and skills in restorative approaches to education through dialogue, communication, and relational pedagogy. Through examining the current state of schools and communities engaging with restorative approaches for children and youth, this course will explore transformative options for promoting sustainable equity and inclusion

Course Objectives and Learning Outcomes - (Upon completion of this course, students should be able to)

- Develop a strong theoretical and practical repertoire for restorative approaches to education
- Build and practice restorative facilitation skills for diverse contexts and communities
- Collaboratively work together to learn and engage with relational pedagogy
- Practice proactive ways to manage and respond to social justice issues through inclusive, democratic processes, such as restorative justice and peacemaking circles
- Deepen mentorship, leadership, and activism in community-based contexts, such as schools and youth programs

Required Texts

1. Evans, K., & Vaandering, D. (2022). *The little book of restorative justice in education: Fostering responsibility, healing, and hope in schools*. Simon and Schuster.
2. Parker-Shandal, C. A. H. (2022). *Restorative justice in the classroom: Liberating students' voices through relational pedagogy*. New York, NY: Palgrave Macmillan (access e-version for free through UW library)
3. Valandra, E.C./W. W. Hoksila (2020). *Colorizing restorative justice: Voicing our realities*. Living Justice Press.
4. Additional individual readings are available online; download via LEARN

Recommended Texts

- Amstutz, L. S. (2015). *The little book of restorative discipline for schools: Teaching responsibility; creating caring climates*. Simon and Schuster.
- Davis, F. (2019). *The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation (Justice and Peacebuilding)*. Skyhorse Publishing
- Pranis, K., & Boyes-Watson, C. (2021). *Circle forward: Building a restorative school community*. St. Paul, MN: Living Justice Press.
- Winn, M. T. (2018). *Justice on Both Sides: Transforming Education through Restorative Justice*. Harvard Education Press: Cambridge, MA.

Course Requirements and Assessment

Information on course requirements and assessments.

Assessment	Date of Evaluation (if known)	Weighting
1. Participation & in-class activities	Ongoing	20%
2. Circle Facilitation	Weeks 4-11	25%
3. Journals (Practicum/Readings)	Weeks 4-10	25%
4. Final Case Study Outline & Critical Analysis	Week 9 & 12	30%
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Total		100%

Notes on the various assessments

Assessment 1: Participation & in-class activities

20% of each student's course grade is based on a demonstration of professionalism and evidence of constructive engagement. This mark is based on adherence to class interaction agreements (helping to create a constructive learning environment by listening actively and respecting the views and rights of others), attendance, collaboration with colleagues, and active class participation. Participation is essential to the course; students who attend consistently will be in a better position to learn and do well in the course. You are expected to complete the assigned readings before each class and to come to class prepared to ask questions and participate in discussions. Your participation grade will be based on your reasoned, thoughtful, informed and mutually respectful contributions to this course. In-class activities will be based on the course readings and content; they cannot be done outside of class time or made up. Students who miss any class are responsible for getting notes from two other students and to make up missed work.

Assessment 2: Circle Facilitation

Working with assigned peers you will co-lead a Circle (one as a lead keeper and others as co-keepers). Your circle will include an opening and closing and will focus on a discussion of the weekly topic. Expect your circle to last at least 30 minutes.

The instructor will place students in circle facilitations teams. Working in groups of two to three, each team will collaboratively plan and facilitate a circle, drawing on skills and knowledge from the course material.

Community Building:

On the day of your assigned circle facilitation your group will also be responsible for

intentionally building community within our classroom. With your team, you will develop and implement a plan to help make our learning environment safe, supportive and healthy. Strategies will vary from group to group, but may include: the physical presentation of the room, music before class, meditative practice, snacks, greeting fellow students as they arrive, team-building activities, use of name tags, etc. During the circle debrief all class members should be prepared to discuss how these choices reflect relational pedagogy and contribute to creating a healthy, safe and supportive learning environment.

Critical Reflection & Dialogue:

Your circle will address the assigned readings and facilitate a discussion about them. You will provide a summary of the assigned reading (by submitting a one-page written summary and/or slide presentation to LEARN discussion board) and are expected to facilitate dialogue through reflective questions that encourage critical analysis and reflection on how individual and collective identities and values shape restorative approaches to education. Your circle should allow your peers to learn and engage with unique perspectives and will contribute to putting theory into practice by demonstrating and exploring restorative approaches to education through the circle process.

Evaluation criteria:

Each circle will be approximately 30 minutes + 5-10 minutes debrief and receive one grade per group. It is the responsibility of each group to coordinate its group members contribution in a fair and equitable manner where each team member has a role and is represented in the scenario

The grade will be calculated as follows:

10% will be determined through class peer evaluation, where fellow teams (based on your circle groupings) will provide one mark per circle. This is an evaluation of the content of the presentation based on the above objectives.

15% will be determined through team-peer evaluation where each individual will confidentially evaluate their teammates (download and submit the form on LEARN). This is an evaluation of the process leading up to the presentation.

Assessment 3: Journals (Practicum/Readings)

You are required to write three reflective reader response journals that relate to the required readings AND/OR your practical placement that you organize for yourself (in a school,

community-based setting).

Journals on Practice-based Placement in the Community:

The intent of this assignment is to provide the opportunity to study and analyse how a restorative justice approach to education is practically implemented in various school and community contexts.

You will spend 10 hours in a field placement that you personally select; it could be a school or organization, or community-based setting. Your chosen place for your placement will engage with a restorative justice approach to education. For each classroom/organization visit, write a reflection to something you noted in your visit (minimum of 3 journal entries). You are encouraged to include questions that we will explore in class. Be prepared to discuss your experience in class. Prepare to begin your field placement by Week 4 of the course, and should plan to complete your hours by Week 10. If you need assistance with finding a placement, speak to your instructor.

Here are some questions to guide your field experience journals:

a. What restorative justice approaches did you observe which you would incorporate into your own education repertoire?

- Cite three examples
- Describe the practice
- Explain why you felt it was effective
- How might you expand on each practice to adjust it more closely to what you believe aligns with your understanding of restorative approaches to education?

b. What restorative justice procedures and routines did you observe which contribute to building inclusion, equity, and safety within the class/community?

- Cite three examples
- Describe the practice
- Explain why you felt it was effective

c. What do you believe to be a significant challenge for implementing and creating a restorative justice school/community culture?

- Describe the challenge
- What is required to address this challenge?

d. Your field placement is meant to give you a sense of what it will be like to implement

restorative justice approaches. What preconceived notions did you have about restorative justice in schools/communities prior to this experience?

- Cite three examples
- For each notion, describe your new view.

You will complete 3 journals.

Practice/Journal Reflections DUE: by Week 10 (3 entries only)

Assessment 4: Final Case Study Outline & Critical Analysis

This paper builds on your learning and experiences developed through the course and extends to your developing sense of inquiry and reflective practice.

The objective of this case study analysis is to apply the material learned in this course in order to critically reflect on restorative approaches to education by researching a relevant course related topic that interests you.

During week 9: You will need to upload at least two article summaries and an outline of your case study paper on LEARN.

(a.) Apply your own conceptual/philosophical perspective, as well as other theoretical orientations discussed in class, to an examination of your case study analysis and literature review.

This paper builds on your learning and experiences developed through the course and extends to your developing sense of inquiry and reflective practice.

The objective of this case study analysis is to apply the material learned in this course in order to critically reflect on restorative approaches to education by researching a relevant course related topic that interests you.

(a.) Apply your own conceptual/philosophical perspective, as well as other theoretical orientations discussed in class, to an examination of your case study analysis and literature review.

(b.) In light of your research generate a series of critical practice-oriented reflective questions

(as part of your methodology and discussion), which you might like to explore further as a source of your own practitioner research in the field of restorative approaches in schools and/or community-based contexts.

Guidelines:

Choose a topic/program/community-based initiative relevant to the course theme that intrigues you and which you have not researched before such as (but not limited to):

- Neutrality, power, and reflective practice in RJ
- Victim Offender Conferencing / Mediation
- Conflict Transformation Practices and Cultural Differences (race, gender, abilities)
- Restorative Justice and The Arts
- Mediation in Schools
- Issues of power and power balancing in RJ or other third party roles
- Mindfulness practices
- Peacemaking Circles and Restorative Justice
- Listening and Dialogue
- Community Social Justice Initiatives
- Intergroup Dialogue
- Gender-based violence and RJ

Paper Format:

- Your paper should include the following components:

(1) Introduction that includes a discussion of why you chose this particular topic/program/organization and the hypothesis or research question that motivated your research/case study.

(2) Literature Review that summarizes and synthesizes the more significant literature about your topic, including at least eight significant scholarly (peer-reviewed) sources in addition to course material (4 from course material; 4 external sources).

(3) Brief discussion of the Method you used to research your topic. Options would include surveying the literature, informally interviewing practitioners, and documenting your own experience.

(4) Discussion of the Results of your research. Identify the most significant findings about the topic. Critically reflect on the 'so what' and the implications of your findings.

(5) Conclusion that summarizes all of the previous points, but also indicates where more research or alternatives to practice might be needed. Briefly discuss the strengths and limitations of your research.

Evaluation of the case study analysis paper:

- Makes clear and precise connections between course material and concepts to support critical analysis;
 - Demonstrates understanding of course content through appropriate use of researched material to support critical analysis;
 - Integrative, coherent and well-organised writing;
 - Provide specific examples and detailed descriptions of learning experiences that were important for you through this research process
 - Double-spaced, have 2.54 cm margins, and use a common (Times New Roman) 12-point font;
 - Papers should have an APA title page that includes your name, the instructor’s name, assignment title and date, and should be submitted in a Microsoft Word document (.doc/x);
 - All sources should be cited and consistently follow a single standard APA academic citation format and must include an APA-formatted title page and reference page.
- * Include at least eight significant scholarly (peer-reviewed) sources in addition to course material (4 from course material and 4 external sources).

Final Paper DUE: Week 12

Course Outline

Week	Date	Topic	Readings Due
1	Jan 8 & 10	What is a restorative approach to education? What is relational pedagogy? — Where does inclusion fit in all of this?	<ul style="list-style-type: none"> • Yazzie, R. (2020). Foreward: Living justice practice. In E. C. Valandra & W. W. Hoksila(Eds.), Colorizing restorative justice: Voicing our realities (p. xi). Living Justice Press.
2	Jan 15 & 17	Contextualizing restorative education—Perspectivism and questioning assumptions	<ul style="list-style-type: none"> • Valandra , E.C. (2020). Introduction. Living justice practice. In E. C. Valandra & W. W. Hoksila(Eds.), Colorizing restorative justice: Voicing our realities (p. xi). Living Justice Press. • Pranis, Stuart, and Wedge. (2003). Peacemaking Circles: from crime to community. (Chapter 1), Living Justice Press.

Week	Date	Topic	Readings Due
3	Jan 22 & 24 (W's class, featuring guest speaker HAWI schools, Stacy Hill)	Equity and relationality in restorative education— asking questions and creating options	<ul style="list-style-type: none"> • Parker, C. (2020). Who's in and who's out? Problematizing peacemaking circles in diverse classrooms. In E. C. Valandra & W. W. Hoksila (Eds.), <i>Colorizing restorative justice: Voicing our realities</i> (Chap. 3, pp. 65–86). Living Justice Press. • Parker-Shandal, C. (2022). <i>Restorative Justice in the Classroom</i>. Chapter 1. <i>Circles: A Pedagogical Praxis for Inclusion and Resistance</i>
4	Jan 29 (circle group 1) & Jan 31 (W's class with Laurier preservice Ts)	Examining power and status in diverse contexts	<ul style="list-style-type: none"> • Lustick, H. <i>Restoring Justice or Restoring Order</i> (see course reserves) • Wadhwa, A. (2020). "What do you want, reparations?" Racial microaggressions and restorative justice. In E. C. Valandra & W. W. Hoksila (Eds.), <i>Colorizing restorative justice: Voicing our realities</i> (Chap. 9, pp. 159–172). Living Justice Press.
5	Feb 5 (circle group 2) & 7 (restorative observation 1)	Race, Pedagogy, and Justice—Barriers and enablers to a restorative approach to education	<ul style="list-style-type: none"> • Evans, K., & Vaandering, D. (2022). <i>The little book of restorative justice in education</i>. (full book) • Sherrod, B. (2020). <i>Your silence will not protect you</i>. Living justice practice. In E. C. Valandra & W. W. Hoksila(Eds.), <i>Colorizing restorative justice: Voicing our realities</i> (Chap. 2, pp. 55–64). Living Justice Press. <p>Recommended:</p> <ul style="list-style-type: none"> • Davis, F. (2019). <i>The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social</i>

Week	Date	Topic	Readings Due
			Transformation (Justice and Peacebuilding). Skyhorse Publishing
6	Feb 12 (circle group 3) & 14 (restorative observation 2)	Gender, Pedagogy, and Justice—Barriers and enablers to a restorative approach to education	<ul style="list-style-type: none"> • Parker-Shandal, C. (2022). Restorative Justice in the Classroom. Chapters 3 & 6; Building a Sustainable Practice: Restorative Training and Mentorship; Relational Connections in Classroom Curriculum: Power and Privilege in Diverging Perspectives
	Feb 19	Family Day	
	Feb 17 – 25	Reading Week	
7	Feb 26 (circle group 4) & 28 (restorative observation 3)	Relational Pedagogy for who?	<ul style="list-style-type: none"> • Llewellyn, K. R., and Parker, C. (2018). Asking the ‘who’: A restorative purpose for education based on relational pedagogy and conflict dialogue. <i>The International Journal of Restorative Justice</i>, 1(3), 399–412. • Dulin, B. (2020). Restorative Practices in Community. Living justice practice. In E. C. Valandra & W. W. Hoksila (Eds.), <i>Colorizing restorative justice: Voicing our realities</i> (Chap. 15, pp. 261–271). Living Justice Press.
8	Mar 4 (circle group 5) & 6 (teams 1, 2, 3 read Listening and teams 3, 4, 5, read suspending)	Dialogue: Making Things Right—Listening and suspending judgment	<ul style="list-style-type: none"> • Isaacs, W. (1999). Listening (Chapter 4). In <i>Dialogue: The art of thinking together</i>. New York: Doubleday • Isaacs, W. (1999). Suspending (Chapter 6). In <i>Dialogue: The art of thinking together</i>. New York: Doubleday • Valandra , E.C. (2020). Undoing the First Harm: Settlers in Restorative Justice. Living justice practice. In E. C. Valandra & W.

Week	Date	Topic	Readings Due
			W. Hoksila(Eds.), Colorizing restorative justice: Voicing our realities (Chap. 18, pp. 325–370). Living Justice Press.
9	Mar 11 & 13 (upload outline of your case study paper on LEARN)	Restorative Justice in Education and the Community	Literature review for case study; bring in summaries of three articles for your final case study paper
10	Mar 18 & 20 (restorative observations 4 & 5, if needed)	Restorative Justice Pedagogy in Action: completion week	Submit final journal reflections to LEARN dropbox
11	Mar 25 (circle group 6) & 27	Building Community and Resolving Interpersonal Conflicts	<ul style="list-style-type: none"> • Balasco, Lauren Marie (2013). The Transitions of Transitional Justice: Mapping The Waves From Promise to Practice • Parker-Shandal, C. (2022). Restorative Justice in the Classroom. Chapters 7 & 8; Classrooms of Control and Connection: Restorative Approaches to Building Community and Resolving Interpersonal Conflicts; Educating for Justice: Building Restorative Futures for Students to Thrive In
	Mar 29	Good Friday	
12	Apr 3 & 8	Educating for Justice Week 12 topics continued	Au, W. (2017). Can we test for liberation? Moving from retributive to restorative and transformative assessment in schools. Critical Education, 8(13).

Late or Incomplete Work

Students should make every effort to submit their assignments on time. Late work will be deducted cumulatively at 10% each day that the assignment is late, including weekends. If a student anticipates a conflict with an assignment deadline or has concerns about completing

the assignment, the student should contact the instructor as soon as possible once the realization is made.

Coursework Submission Policy

Your assignment must be submitted online to the LEARN Dropbox by the deadline specified in the Course Schedule. Dropboxes can be accessed by clicking **Submit** and then **Dropbox** on the course navigation bar above.

Your assignment must be submitted in one of the following file types:

- Microsoft Word (DOC or DOCX)

Policy on Plagiarism

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. See Waterloo’s policy on [Fair Dealing](#). Violation of Canada’s Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment.

Generative Artificial Intelligence (GenAI)

This course includes the independent development and practice of specific skills, such as collecting, synthesizing, and analyzing information, in addition to developing and practicing writing skills. Therefore, the use of generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of [Policy 71](#) (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage (ICAI, n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee:

<https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

Students are encouraged to reach out to campus supports if they need help with their coursework including:

- [Student Success Office](#) for help with skills like notetaking and time management
- [Writing and Communication Centre](#) for assignments with writing or presentations
- [AccessAbility Services](#) for documented accommodations
- [Library](#) for research-based assignments

Electronic Device Policy

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning.

Students are not permitted to make any audio or video recordings in the class. Electronic devices should be used for the purposes of supplementing the learning experience and focusing on topics being discussed in class. Phones and electronic devices should be kept silent during the class.

Attendance Policy

Students should make every effort to attend each class and class component (tutorial, lab, etc.) as scheduled. If a student is aware of an upcoming absence, the student should inform the

instructor and the TA, if applicable, as soon as possible after the realization. In-class activities and participation grades cannot be made up if a student has missed the class.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For **Winter 2024**, the established examination period is **April 11 – April 25**. The schedule will be available early October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule](#).

Accommodation for Illness or Unforeseen Circumstances

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [Accommodation due to illness](#).

Accommodation Due to Religious Observances

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds](#).

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity](#) website for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo [Policy 71 – Student Discipline](#). For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Academic Integrity Office (UWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in [Policy 71 – Student Discipline](#). Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- [Counselling Services](#): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

Off Campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454

- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@caminowellbeing.ca Phone: 519-884-0000

Full details can be found online at the [Faculty of ARTS](#) website.

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe](#) app to your phone to quickly access mental health support information.

A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.