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| Course Number | SOWK 606.01 | Classroom | Online |
| Course Name | Advanced Policy Practice in Context | | |
| Day(s) & Time | September 8 to December 8, 2020 Mandatory real-time Zoom sessions on Wednesdays; September 9, 16, 23, 30, October 7, 14, 21, 28, November 4, 18 from 7:00PM to 8:30PM, Mountain Time (MT); November 25, December 2, 7 from 7:00PM to 9:00PM, MT Other asynchronous activities and assignments throughout the course | | |
| Instructor | Hieu Van Ngo, PhD, RSW | | |
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SYLLABUS STATEMENT

This course explores the influences of public policy on the lives, relationships, and wellbeing of individuals, families, groups and communities, while examining the relationship between social justice in the policy-making process and the role of social workers in shaping policy.

COURSE DESCRIPTION

This course examines social policy in Canada and in a globalizing world. Learners will analyze the historical, social, economic, political and ideological contexts that have shaped social policies. They will inquire into policy making processes and efforts to influence social policy development. They will also assess how social policies have addressed diversity and social justice. Throughout this course, learners will examine how social policy can influence social work practice and how social workers can influence policy development. They will participate in critical dialogues, inquiry-based learning, and individual and group work.

Prerequisites: SOWK 600 and SOWK 602.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will achieve the following course learning outcomes:

1. Engage in critical dialogues on social policy, social justice and anti-oppressive policy development;
2. Critically examine the historical, political, economic, social and cultural contexts of policy development;
3. Deconstruct ideologies, values and worldviews in policy development;
4. Strengthen practical knowledge about policy making at the local, national and international levels;

5. Develop analytical and practical skills to provide input into or to influence the development of social policy;
6. Demonstrate critical awareness of the impact of the existing social policies on diverse individuals, groups, and communities; and
7. Integrate acquired knowledge and skills to analyze contemporary issues and to address those issues through policy development and influencing.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Please refer to the required readings in the Class Schedule section. All readings can be accessed online via the Ucalgary library website (<https://library.ucalgary.ca/>)

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course will support learners to extend their understanding about root causes of and solutions to community issues through a policy lens. At the same time, it will provide learners with opportunities to use their theoretical knowledge and practical skills acquired in other courses, including research, human development and environments, diversity and oppression, critical approaches to social work practice, and social work practice with individuals, groups, families, communities and organizations.

CLASS SCHEDULE

Detailed learning activities are available in the D2L course. A summary is presented here.

| Module and Dates | Key Activities and Required Readings |
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| Orientation Module: Getting Started September 9 – 11 | <p><u>Guiding Questions for Inquiry</u></p> <ul style="list-style-type: none"> • What aspects of your life have interfaced with social policy? • To what extent have you participated in or influenced social policy development? What insights have emerged from your experience? <p><u>Learning Activities</u></p> <p>Learners will review the course outline, view the D2L/ Zoom orientation videos, get to know the co-learners, and reflect on personal and professional experiences with social policy and policy development.</p> <p><u>Zoom Seminar</u></p> <p>Zoom Seminar #1: September 9, 7:00PM to 8:30PM, Mountain Time (MT)</p> |

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| | <p><u>Required Readings</u></p> <p>Alberta Government (2013). <i>Alberta’s social policy framework</i>. Author.</p> <p>Canadian Association of Social Workers (2014). <i>Promoting equity for a stronger Canada: The future of Canadian social policy</i>. Author.</p> <p>City of Calgary (2019). <i>Resilient Calgary</i>. Author.</p> <p>United Nations General Assembly (2015). <i>Transforming our world: the 2030 agenda for sustainable development</i>. Author.</p> |
| <p>Module 1: Social Justice and Social Policy: Conceptual Grounding</p> <p>September 14 – 23</p> | <p><u>Guiding Questions for Inquiry</u></p> <ul style="list-style-type: none"> • What is social policy? How is it related to policy, public policy and social welfare policy? • What are the prominent models of social policy? • How has social policy been translated into public programs and services? • What are the perspectives on social justice? How have the principles of social justice guided the development of social policy? <p><u>Learning Activities</u></p> <p>Learners will share their critical reflection on readings, review pre-recorded presentations and case studies, participate in online discussions, and incorporate acquired knowledge into their analyses of the case studies.</p> <p><u>Zoom Seminars</u></p> <p>Zoom Seminar #2: September 16, 7:00PM to 8:30PM, MT</p> <p>Zoom Seminar #3: September 23, 7:00PM to 8:30PM, MT</p> <p><u>Required Readings</u></p> <p>Colby, I (2013). Social welfare policy as a form of social justice (1-19). In I. C. Colby, C. N. Dulmus, K. M. Sowers, & K. M. Sowers (Eds.). <i>Social work and social policy: Advancing the principles of economic and social justice</i>. John Wiley & Sons Inc.</p> <p>Reidy, A. (1984). Social justice and social policy. <i>Social Policy & Administration</i>, 18(1), 27-40.</p> <p>Weshues, A. (2012). Becoming acquainted with social policy (pp. 3-20), In A. Westhues & B. Wharf (Eds.), <i>Canadian social policy: Issues and perspectives</i>. Wilfrid Laurier University Press.</p> |
| <p>Module 2: Contexts, Perspectives and Influences</p> <p>September 24 – October 2</p> | <p><u>Guiding Questions for Inquiry</u></p> <ul style="list-style-type: none"> • What are the historical contexts for policy development in Canada? • What are the economic, social, political and ideological influences in the development of social policy in Canada? <p><u>Learning Activities:</u></p> <p>Learners will share their critical reflection on readings, review pre-recorded presentations and case studies, participate in online discussions, and</p> |

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| | <p>incorporate acquired knowledge into their analyses of the case studies.</p> <p><u>Zoom Seminar</u></p> <p>Zoom Seminar #4: September 30, 7:00PM to 8:30PM, MT</p> <p><u>Required Readings</u></p> <p>Beland, D. (2005). Ideas and social policy: An institutionalist perspective. <i>Social Policy & Administration, 39</i>(1), 1-18.</p> <p>Lokteff, M., & Piercy, K. (2012). “Who cares for the children?” Lessons from a Global perspective of child care policy. <i>Journal of Child and Family Studies, 21</i>(1), 120-130.</p> <p>Mama, S. R. (2013). Social policy from a global perspective (pp. 81-91). In I. C. Colby, C. N. Dulmus, K. M. Sowers, & K. M. Sowers (Eds.). <i>Social work and social policy: Advancing the principles of economic and social justice</i>. Hoboken, NJ: John Wiley & Sons Inc.</p> <p>Mahon, R., Bergqvist, C., & Brennan, D. (2016). Social policy change: Work-family tensions in Sweden, Australia and Canada. <i>Social Policy & Administration, 50</i>(2), 165-182.</p> |
| <p>Module 3: Policy Making Process</p> <p>October 5 – 16</p> <p>(Statutory holiday- October 12; No activities scheduled)</p> | <p><u>Guiding Questions for Inquiry</u></p> <ul style="list-style-type: none"> • What are the prominent models of policy making? • What is the policy making process? • How can social workers inform, provide input into or influence policy development, particularly in the various phases/stages? • How have social workers engaged in policy development? <p><u>Learning Activities:</u></p> <p>Learners will share their critical reflection on readings, review pre-recorded presentations and case studies, participate in online discussions, and incorporate acquired knowledge into their analyses of the policy issues and related policy development processes presented in the case studies.</p> <p><u>Zoom Seminars</u></p> <p>Zoom Seminar #5: October 7, 7:00PM to 8:30PM, MT</p> <p>Zoom Seminar #6: October 14, 7:00PM to 8:30PM, MT</p> <p><u>Required Readings</u></p> <p>Watson, M. (2011). <i>Social policy frameworks in Canada: Examples and opportunities</i>. Federation of Community Social Services of BC.</p> <p>Westhues, A. & Kenny-Scherber, C. (2012). The policy-making process (pp. 23-41), In A. Westhues & B. Wharf (Eds.), <i>Canadian social policy: Issues and perspectives</i>. Wilfrid Laurier University Press.</p> <p>Westhues, A. (2012). Approaches to policy analysis (pp. 43-59), In A. Westhues & B. Wharf (Eds.), <i>Canadian social policy: Issues and perspectives</i>. Wilfrid Laurier University Press.</p> |

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| <p>Module 4: Policy Influencing October 19 – 28</p> | <p><u>Guiding Questions for Inquiry</u></p> <ul style="list-style-type: none"> • What are the strategies to influence social policy development as insiders or outsiders? • How have social workers influenced social policy development? • What skills and knowledge are required from social workers to influence social policy development? <p><u>Learning Activities:</u></p> <p>Learners will share their critical reflection on readings, review pre-recorded presentations and case studies, participate in online discussions, and incorporate acquired knowledge into their policy recommendations to address the issues presented in the case studies.</p> <p><u>Zoom Seminars</u></p> <p>Zoom Seminar #7: October 21, 7:00PM to 8:30PM, MT</p> <p>Zoom Seminar #8: October 28, 7:00PM to 8:30PM, MT</p> <p><u>Required Readings</u></p> <p>Higgins, W. J., & Weller, F. (2012). Influencing policy from the outside: Are citizens game changers or sidelined? (pp. 61-77), In A. Westhues & B. Wharf (Eds.), <i>Canadian social policy: Issues and perspectives</i>. Wilfrid Laurier University Press.</p> <p>Kamizaki, K. (2013). <i>Linking community organizing with policy change initiatives: implications for future community practice in Toronto</i>. Social Planning.</p> <p>Lupton, R., Burchardt, T., Hills, J., Stewart, K., & Vizard, P. (2013). <i>A framework for analysing the effects of social policy</i>. Centre for Analysis of Social Exclusion and the London School of Economics and Political Science.</p> <p>Weiss-Gal, I. (2017). Social workers’ policy engagement: A review of the literature. <i>International Journal of Social Welfare</i>, 26, 285-298.</p> |
| <p>Module 5: Social Policy, Diversity and Alternative Policy Making Models October 29 – November 6</p> | <p><u>Guiding Questions for Inquiry</u></p> <ul style="list-style-type: none"> • What are the historical and contemporary issues facing diverse populations (i.e. Indigenous, GLBTQs, women, children and youth, people with disabilities, elders, etc.) • How have those issues been addressed or not addressed in the existing social policies? • What strategies can we use to promote/influence policy development that addresses social justice issues facing diverse populations? • How have you considered diversity and intersectionality in your analyses as related to your issue of interest? • What are the alternative policy making models? |

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| | <p><u>Learning Activities:</u></p> <p>Learners will share their critical reflection on readings, review pre-recorded presentations and case studies, participate in online discussions, and use acquired knowledge into their policy recommendations to address diversity and related inequities presented in the case studies.</p> <p><u>Zoom Seminar</u></p> <p>Zoom Seminar #9: November 4, 7:00PM to 8:30PM, MT</p> <p><u>Required Readings</u></p> <p>Ali, L., & Ali, J. (2014). <i>Welcome to Canada? A critical review and assessment of Canada's fast-changing immigration policies</i>. Ryerson Centre for Immigration & Settlement.</p> <p>Bucik, A., Ptolemy, A., & Simpson, A. (2017). <i>Canada: Discrimination and violence against LGBTQI2S persons with disabilities</i>. Egale Canada.</p> <p>Gibson, D. (2012). <i>A social policy framework for Alberta: Fairness and justice for all</i>. Parkland Institute and Alberta College of Social Workers.</p> <p>Hankivsky, O., Grace, D., Hunting, G., Giesbrecht, M., Fridkin, A., Rudrum, S., Ferlatte, O., and Clark, N. (2014). An intersectionality-based policy analysis framework: Critical reflections on a methodology for advancing equity." <i>International Journal for Equity in Health</i>, 13(119), 1-16.</p> <p>Mullings, V. D. (2012). Racism in Canadian social policy (pp. 95-113), In A. Westhues & B. Wharf (Eds.), <i>Canadian social policy: Issues and perspectives</i>. Wilfrid Laurier University Press.</p> <p>Saulis, M. (2012). Indigenous wholistic healing social policy: Rethinking, reframing, and re-presenting policy development (pp. 79-93), In A. Westhues & B. Wharf (Eds.), <i>Canadian social policy: Issues and perspectives</i>. Wilfrid Laurier University Press.</p> <p>Truth and Reconciliation Commission of Canada (2015). <i>Truth and Reconciliation Commission of Canada: Calls to action</i>. Author.</p> |
| <p>Fall Break November 8 – 14</p> | <p>No scheduled learning activities</p> |
| <p>Module 6: Integration November 16 – December 7</p> | <p>Preparation for group presentations Group presentations</p> <p><u>Zoom Seminars</u></p> <p>Zoom Seminar #10: November 18, 7:00PM to 8:30PM, MT Zoom Seminar #11: November 25, 7:00PM to 9:00PM, MT Zoom Seminar #12: December 2, 7:00PM to 9:00PM, MT</p> |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Learners are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Learners are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Learners will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All learners are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of learners. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may use Zoom recordings as part of the assessment of students. The instructor records online Zoom class sessions also for the purposes of supporting student learning in this class – such as making the recording available for review by students who miss a session. These recordings will be used only to support student learning and student assessment and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Critical Reflection on Assigned Readings

Weight: 20% (5 sets of readings, 4% each set)

Due Dates: September 16, September 28, October 8, October 21 and November 4 at 4:30PM, MT

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

This assignment is designed to support learners to synthesize and to critically reflect on their assigned readings. For each set of readings, learners will create a post that responds to the specific guiding questions. They will also review and respond to at least two posts by other colleagues. More instruction is provided on D2L.

Criteria for Assessment: For each post, the following criteria will be used to assess a learner's work: demonstrated integration of reading materials (2%) and critical insights (2%)

Assignment 2: Integrated Posts

Weight: 50% (5 integrated posts, 10% each post)

Due Dates: September 23, October 2, October 16, October 28, November 6 at 4:30PM, MT

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

This assignment is designed to support learners to integrate their learning into their ongoing work with the chosen case studies. Learners will provide answers to the guiding questions that help them integrate and apply their knowledge. They will create five integrated posts that address the areas of focus covered in Modules 1 to 5 (up to 500 words for each main post). They will also review and respond to at least two posts by other colleagues. More instruction is provided on D2L.

Grading Criteria: The following criteria will be used to assess each integrated post: demonstrated integration of course materials (4%), critical insights (4%), and clarity in writing (2%).

Assignment 3: Group Presentations

Weight: 15%

Due Dates: November 25, December 2

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

This assignment is designed to support learners to experience collaborative policy work and to apply their learning into real life situations. Learners will be assigned into the specific groups in accordance with their selected case studies. In each group, learners will review the cumulative work of all group members related to Assignment 2, and draw on their individual work to create a two-page policy brief. They will then present the policy brief to their colleagues, who will assume the role of decision makers and who will listen, ask questions and respond to the presented policy analysis and recommendations. The group members will:

- Present the key points of their analyses and recommendations outlined in their policy briefs (up to 15 minutes); and
- Address questions and responses from their colleagues (15 minutes).

Grading Criteria: Two components, namely policy brief and virtual presentation, will be assessed for each group presentation. The criteria used to assess a policy brief include description of issue(s), demonstrated mastery of concepts and critical analysis, incorporated of related research and quality of writing (7.5%). The criteria used to assess a virtual presentation include clear articulation of issue(s), demonstrated ability to inform and to influence policy development, effective presentation, and quality of responses to questions (7.5%).

Assignment 4: Individual Contribution to Collaborative Learning

Weight: 15%

Due Date: November 30 at 4:30PM, MT

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Learners will be assessed for their individual contributions to collaborative learning throughout this course. Each learner will be asked to submit:

- (1) A record of participation in Zoom seminars, responses to colleagues' integrated posts and responses to colleagues' reading reflection (template is posted on D2L);
- (2) A short statement that elaborates on the guiding principles for participation and highlights the key contributions (up to 300 words); and
- (3) A sample of three responses to colleagues' integrated posts and/or reading reflections.

Grading Criteria: The following criteria will be used to assess learners' contributions to the class: level of participation (7.5%) and quality of participation (7.5%).

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Learners are expected to log in the D2L site regularly and to contribute to the discussion in a timely manner. They are asked to be open about their reactions to topics and to be reflective in their exchanges with others. Every discussion post must add to our class learning. All postings and responses are expected to ensure respect, dignity, and confidentiality for all participants. Learners are expected to attend all scheduled Zoom classes for the entire duration and to be fully present and engaged in class discussions. These are part of the participation grade, as outlined in Assignment 4.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Learners are asked to submit written posts and replies (our assignments) through our Discussion board area on D2L.

LATE ASSIGNMENTS

Assignments received after the due date will receive a "0" grade. Documentable absence for personal or family illness, religious or spiritual commitments, or for serious unforeseen circumstances are excusable. Whenever possible, you must give advanced notice of late submissions to the instructor.

EXPECTATIONS FOR WRITING

All discussion post assignments will be assessed partly on writing skills. Writing skills include not only grammar but also general clarity and organization. Sources used in posts must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

| Grade | Grade Point | Description | Percentage |
|-------|-------------|---|------------|
| A+ | 4.0 | Outstanding | 95-100 |
| A | 4.0 | Excellent – superior performance, showing comprehensive understanding of subject matter | 95-100 |
| A- | 3.7 | Very Good Performance | 90-94 |

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| B+ | 3.3 | Good Performance | 85-89 |
| B | 3.0 | Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program. | 80-84 |
| B- | 2.7 | Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average. | 75-79 |
| C+ | 2.3 | All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements. | 70-74 |
| C | 2.00 | | 65-69 |
| C- | 1.70 | | 60-64 |
| D+ | 1.30 | | 55-59 |
| D | 1.00 | | 50-54 |
| F | 0.00 | | Below 50 |

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

This course serves as a general introduction to social welfare, social work, and social services. Therefore, students are encouraged to locate additional readings on relevant topics. An additional suggested reading list for the course is provided in the D2L course and most works listed are available online through the University of Calgary library at www.library.ucalgary.ca

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

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

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

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

OTHER IMPORTANT INFORMATION

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

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