



Fall 2021

Course & Session Number	SOWK 305 S04	Classroom	Online
Course Name	Diversity and Oppression Portfolio Project		
Day(s) & Time	Mondays 6-8 pm MST		
Instructor	Jolene Wright, BSW, MSW, RSW		
U of C E-mail	jolene.wright@ucalgary.ca	Phone	(403)350-6243

SYLLABUS STATEMENT

Individual preparation of a self-directed portfolio as an expression of the student’s own critical analysis of diversity, oppression, and social justice in relation to the local context. Honouring the student’s prior learning experiences by acknowledging and incorporating aspects of that learning in the development of the project.

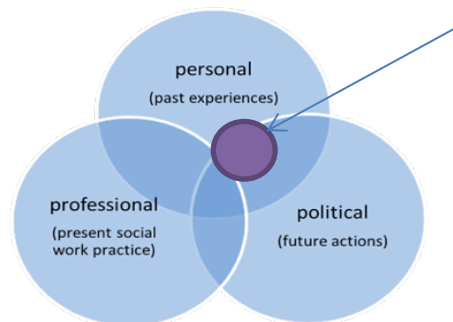
Course Hours: 3 units; H (1S-2T)

Prerequisite or co-requisite: Social Work 304

COURSE DESCRIPTION

Drawing from prior learning and life experiences, as well as the themes and content from SOWK 304, students in SOWK 305 are invited to explore and reflect on diversity and oppression as experienced in relationship to their environments/systems and the people around them. Students will explore the core spheres of social work practice: personal, professional, and political in relation to reflexive practice. Through the completion of three assignments utilizing diverse literacies and approaches, students will demonstrate reflexive understanding of diversity and oppression, colonization/decolonization, and reconciliation. Reflective writing and project design will be shaped by experiences and understandings about aspects of the social or physical world and social work practice.

Figure 1 – Reflexive Anti-Opressive Social Work Practice Portfolio Linkages



D. Badry (2014)

The theme course (Social Work 304) provides students with a foundation of theoretical knowledge related to diversity and oppression to inform ethical and effective professional social work practice. In

SOWK 305, students are encouraged to make connections with their learning in SOWK 304 and to further advance their learning about topics of interest related to diversity and oppression. Students will be encouraged to engage in critical inquiry and value and explore diverse ways of knowing.

Throughout the course, students will engage in a variety of learning activities, including dialogue, critical reflection, reflexivity, knowledge creation, and social justice-oriented action. SOWK 305 will involve participating in module learning activities (module readings, recorded lectures, and participating in asynchronous and synchronous discussions) and completing two additional integrative assignments (outlined below).

Students will enrich their professional practice frameworks by integrating new understandings of diversity and oppression gleaned in SOWK 304 and SOWK 305. Students will apply critical thinking skills by formulating personally and professionally meaningful questions to guide their learning in the course.

COURSE LEARNING OUTCOMES

Course-specific Learning Objectives (CLO's):

Through successful completion of this course, students will:

1. Articulate knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.
2. Examine and critically reflect on how their own identities, social locations, personal and professional contexts, biases, assumptions, and perspectives influence their approach to social work practice.
3. Critically assess the social, historical, economic, Indigenous, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
4. Apply critical thinking, critical reflection, and reflexivity to identify and address structural sources of injustice and inequalities in the context of a Canadian society, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
5. Apply knowledge of colonization/decolonization, reconciliation, and diversity/oppression within a social work practice framework.
6. Identify and evaluate limitations of own knowledge and understanding of the history of Indigenous Peoples and communities in Canada and proceed to address these by formulating questions to guide self-directed learning.
7. Interpret SOWK 304 and SOWK 305 course teachings and explain how they have contributed to their understanding of diversity of diversity and oppression.

LEARNING RESOURCES

Text for SOWK 304 and SOWK 305

Gumbrill, G., & Yee, J. Y. (2018). *Anti-oppressive social work: Ways of knowing, talking and doing*. Oxford University Press.

Supplementary and optional readings related to each module will be posted in D2L.

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

SOWK 305 is a required course for the VLC BSW program and is taken concurrently with SOWK 304.

CLASS SCHEDULE

Date	Zoom Sessions	D2L Module Topics/Course Readings/Assignments
September	<p>Zoom Session 1: Monday, September 13th 6:00 - 8:00 MST Course orientation</p> <p>Zoom Session 2: Monday, September 27th 6:00 - 8:00 MST Diversity and oppression learning activities and discussion</p> <p>Peer consultation: Social justice project proposals</p>	<p>Module 1 - September 7th - October 3rd</p> <ul style="list-style-type: none"> Asynchronous learning activities, formulation of social justice project proposal and exploration of concepts, terms, topics, issues and themes related to diversity and oppression. (see detailed description below). Readings related to Module 1 will be posted in D2L.
October	<p>Zoom Session 3 Monday, October 18th 6:00 - 8:00 MST</p>	<p>October Module 2 – October 4th - October 31st</p> <ul style="list-style-type: none"> Asynchronous learning activities and self-directed exploration of concepts, terms, topics, themes, and curated resources related to diversity and oppression. <p>Readings related to Module 2 will be posted in D2L.</p>
<p><i>Reading Break: November 8th - 14th</i></p>		

November/ December	<p>Zoom Session 4: Monday, November 1 6:00 - 8:00 MST Social Justice Circle – small group presentations. (2 groups)</p> <p>Zoom Session 5: November 22nd Monday, December 6:00 - 8:00 MST Social Justice Circle – small group presentations. (2 groups)</p> <p>Zoom Session 6: December 6th</p>	<p>Module 3 November 1st – December 6th</p> <ul style="list-style-type: none"> Asynchronous learning activities and self-directed exploration of concepts, terms, topics, themes, and curated resources related to diversity and oppression, colonization/decolonization, reconciliation and the history of Indigenous Peoples and communities in Canada. This module will focus on completion and sharing of social justice projects. (Assignment 3) <p>Recorded 5 minute individual presentations on Social Justice Project due - posted in the designated small group discussion forum by December 10th</p> <p>Responses to peer recorded presentations due - posted in the designated small group discussion forum by December</p> <p>Readings related to Module 3 will be posted in D2L.</p>
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IMPORTANT DATES FOR FALL 2021

- Block Week: August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- End of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

** Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students 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 (e.g., to review a recorded session) for your best learning experiences. 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. Students 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 students 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 students. 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 record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Please note:

- There is no final exam in this course.
- Standard of writing will be a factor in grading students' work.

Summary of SOWK 305 Assignments

Assignment 1 Participation	Value 30% Participation in Modules 1, 2 and 3 learning activities (3 X 10%) =30%
Assignment 2 Social Justice Dialogue Circles – paired small group learning session facilitation	Value 20% Paired discussion facilitation/learning activity for small group= 15% (groups of 2 will facilitate a small group learning experience related to the course topics and themes for 6 – 8 colleagues) Evaluation and reflection = 5% (submit one for your group of 2) Due: On presentation date (November 1 st or 22 nd) and evaluation and reflection due one week following presentation date in designated D2L Dropbox.
Assignment 3 Social Justice Diversity and Oppression Portfolio Project	Value 50% Project proposal/learning plan = 10% Social Justice project = 30% 5-minute recorded presentation = 10% Due: Proposal: October 4 in designated Dropbox in D2L Social Justice Project and Recording: December 3 rd in designated discussion forum in D2L

Assignment 1: Participation

Please note that module learning, and discussion board activities (group and individual) will relate to and build on Zoom sessions activities and discussion.

Due Date: Dates will be posted in D2L for each discussion board or learning activity

Weight – 30% (10% per module)

Aligned Course Learning Outcome (1,2,3,4)

Assessment Description and Criteria:

Grading of participation during Module 1, 2 and 3 (10% each) will be focus on completion of 2 - 4 asynchronous learning activities (including discussion board posts) per module. Asynchronous discussion forum topics will be based on the module readings and learning activities and may involve individual or group follow up from Zoom session activities or discussions.

Participation will be graded (extent and quality of overall participation, main and reply posts, completing learning activities, including reflections on Zoom sessions).

Students will select one main discussion post from each module for grading. The instructor will randomly select reply posts from each module for grading.

All required discussion posts and learning activities must be completed. 2% will be deducted from participation grade for each required main missing discussion post or learning activity and 1% for each reply post.

A detailed rubric will be provided on D2L for discussion posts. Quality and coherence of contributions, evidence of critical reflection and reflexivity, contributing to collective learning and furthering dialogue will be standards for grading (B+ to A+).

For discussion boards, minimum participation for each module will involve completing:

- 1-2 main posts (250-300 words) – the number of required main posts will be indicated in each module
- 2 responses to peers (150 - 200 words each)

Module discussion posts and learning activities will be evaluated according to how students:

- Critically appraise theories, frameworks and definitions, identifying assumptions, principles, strengths, and limitations.
- Explain how theories, definitions or frameworks relate to or can be applied to social work practice.
- Communicate understanding of ideas and course concepts using own words, clearly distinguishing own inferences and interpretations from sources cited.
- Use social work language in a manner that reflects clear understanding of terms and concepts.
- Demonstrate awareness of own social location.
- Reflect own assumptions, perspectives, and biases.
- Reflect on or evaluate ideas, theories, or ideas in reference to evidence-based practice.
- Formulate personally and professionally meaningful questions to guide inquiry about topics and themes related to diversity and oppression.
- Demonstrate the application of critical thinking skills.

Assignment 2 - Social Justice Dialogue Circles – Paired facilitation of interactive small group learning session

Due Date: depending on presentation date (November 1 or 22nd)

Weight: (20% total) - Part A: paired facilitation of small group learning experience **(15%)** and **Part B:** reflection/self-evaluation **(5%)**

Part A

Social Justice Dialogue Circle – Paired facilitation

Value - 15%

Due Date: Outline and presentation are due on assigned date - either November 1st or 22nd

Aligned Course Level Learning Outcomes 3,5,6

Detailed description and assessment criteria:

Paired facilitation:

- a. Students will be randomly assigned to a group of 8-10 at the beginning of the course.
- b. Within each group of 8-10, students will form pairs and pairs will select/sign up for a topic related to diversity or and/or oppression (corresponding to text sections/topics) in a discussion forum designated for this purpose in the first week of class.
- c. Pairs will sign up for a date to facilitate a learning experience for the other 6-8 colleagues in their social justice dialogue circle (November 1st or 22nd - 2 groups to facilitate on each date).
- d. Time will be provided to prepare during the October 18th Zoom session (at least half of the Zoom session), and the instructor will be available for guidance and consultation.
- e. Pairs will complete the text readings associated with theme/topic they have signed up for.
- f. In pairs, students will a) prepare a brief summary of highlights and their reflections on text and/or resources and literature (key concepts and issues) to introduce their learning session b) locate 2-3 resources or readings to share with their group colleagues to supplement the course material and to promote deeper learning c) facilitate a discussion and/or learning activity that fosters transformational learning and co-construction of new meanings and learning.
- g. Each small group will prepare an interactive 30-minute learning experience that corresponds to their text section or selected topic, issue or type of oppression to deliver to the group of 6-8 other colleagues on October 18th or November 1st. At least 20 minutes of the session time should engage your colleagues in active learning (game, simulation, facilitated dialogue, learning activity etc.). One person from each pair should record the session on their own desktops so they can refer to the MP4 recording when composing their summary and reflection.
- h. Pairs may require additional preparation beyond the time provided on October 4th. Each pair will be responsible for scheduling any additional preparation or meetings.

Preparing and facilitating the small group session will involve:

- a. Introducing the topic or theme in a manner that ignites interest and that highlights and reinforces key points or social work ethical principles, or values related to anti-oppressive social work practice or to understanding a specific “ism” or type of diversity.

Please note: PowerPoint slides may be used to guide your presentation/discussion. However, presentations should balance sharing of information with interaction and dialogue.
- b. Formulating open-ended questions to guide class discussion that encourages critical reflection.
- c. Designing interactive learning activities that involve action, reflection, dialogue and/or generating questions to guide further learning about the topic.

Part B

Social Justice Circle: Learning session evaluation and reflection

Due Date: one week following presentation in designated D2L Dropbox

Value: 5%

Aligned Course Level Learning Outcomes 3,5,6

Detailed Instructions:

Each pair will write a 250-300 word evaluation and reflection on their experience leading the Social Justice Circle (submit one evaluation/reflection per pair). Direct quotes may be included to support points. Guiding questions include, but are not limited to:

1. What strategies did you use to engage your group members?
2. What did your colleagues learn from your group's presentation? How do you know?
3. What challenges did you encounter during the group process or in the delivery of the presentation and how did you address those challenges?
4. What did you learn about group process or teamwork from your experience?
5. What new or transformational understandings or learning related to diversity, oppression or specific "isms" were achieved overall?

Grading Rubrics for Assignment 2 will be posted on D2L

Assignment 3: Social Justice Diversity and Oppression Portfolio Project (50% total)

Due Date: December 3rd 11:59 in designated D2L Dropbox

Weight: Part A: Project proposal (10%) **Part B:** Social Justice Project (30%) and **Part C:** Recorded Presentation (10%)

Aligned Course Learning Outcomes: 1-7

Assessment Description and Criteria:

Part A: Social Justice Diversity and Oppression Portfolio Project Proposal

Weight: 10%

Due Date: October 4th in designated Dropbox

A template will be provided to guide the creation of the proposal.

Part B: Social Justice Diversity and Oppression Portfolio Project

Due Date: December 11:59 in designated D2L Dropbox

Weight: 30%

Assessment Description and Criteria:

The purpose of the assignment is for students to apply their learning about diversity and oppression in SOWK 304 and SOWK 305 to the creation of a social justice project that demonstrates or represents their understanding of a specific topic, theme or issue related to diversity or oppression or that demonstrates social justice-oriented action in response to a specific topic, theme or issue. The assignment requires students to envision creative possibilities for social justice praxis or action and to design or create a project that involves or facilitates awareness, understanding and/or action. Students' project and/or corresponding artifacts will be shared with course colleagues.

The specific content and form of the project is up to you. The goal is for you to have an opportunity to focus on an issue or aspect of diversity or oppression in a way that will be useful and meaningful for you.

All projects should include a reflective statement 250-300 words written or 5- 10 minute narrated/audio, that explains the personal and professional significance of the topic/theme/issue. Written projects should be no more than 15 double-spaced pages in length including the reflective statement. Creative projects (e.g., presentations, portfolios, websites, etc.) are required to include an addendum or supplement (approximately 6 double-spaced pages including the reflective statement) that provides a literature-based theoretical framework, rationale, objectives, and overview of the project.

Ideas include, but are not limited to:

- Creating a digital story or digital media artifact about a personally meaningful topic or issue or lived experience related to diversity or oppression.
- Developing a workshop designed to educate participants about an issue or topic or about the characteristics, strengths, and/or implications of oppression for a specific identity group or population.
- Developing a website, blog or vlog to educate viewers about a topic or issue or to encourage social justice-oriented action in response to a topic or issue.

More information will be provided in class and on D2L.

Description and Assessment Criteria

All final projects will be graded based on the following general criteria:

- Content – the extent to which reference material is incorporated (if applicable), relevant material is covered by your project, including integration of theory, research and practice, and self-reflection on your own attitudes/thoughts on the topic and relevance to practice (10%)
- Concept Mastery – the extent to which knowledge, application, critical analysis and evaluation of relevant issues is demonstrated (10%)
- Clarity and Organization – of the overall project, including writing style, grammar and spelling, and the extent to which APA style is adhered to in the references section (10%)

Part B: Recorded Presentation (5–10-minute summary of your project and corresponding reflections)

Due Date: December 6th by 11:59 in D2L

Weight: 10%

Assessment Description and Criteria:

Students will share a brief recorded presentation summary of their social justice diversity and oppression portfolio project (including highlights and reflections on their learning) with a small group in a small group asynchronous discussion forum, accompanied by their project. Students will also provide comments and feedback on peers' recorded presentations in the same discussion forum.

You may create your video recording using a platform or program of your choice (YouTube, Vimeo, PowToon, etc.) as long as your recording is easily accessible via a web link. Please use a platform or tool that does not require viewers to create a personal account to access your recording.

Grading Criteria:

- Clarity – the extent to which a concise summary of the project and clear description of the purpose or personal significance is shared.
- Connection to social work learning and practice - the extent to which the connection to social work learning or practice is explained.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

Students who have to miss Zoom sessions due to exceptional circumstances should contact the instructor in advance of a session or as soon as possible.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

Specify if writing quality is a component of any written assignments or other expectations you have for writing, such as the use of APA 7th edition formatting for referencing. For example, “all assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition 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: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought during and 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

Supplemental readings will be shared in D2L throughout the course.

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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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/legal-services/sites/default/files/teams/1/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**