



Course & Session Number	SOWK 606 S01	Classroom	Online
Course Name	Advanced Policy Practice in Context		
Dates and Time	Start of Classes: September 5, 2022 End of Classes: December 7, 2022 Dates and Time: Weekly Synchronous Zoom Sessions on Thursdays from 6:00 – 8:00pm; Weekly One-Hour Asynchronous Activities Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jeny Mathews-Thusoo, MSc	Office Hours	As requested
UCalgary E-mail	jeny.mathews@ucalgary.ca	UCalgary Phone	Contact instructor via email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving, and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

SYLLABUS STATEMENT

This course explores the influences of public policy on the lives, relationships, and well-being 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 creating and shaping policy.

COURSE DESCRIPTION

This course examines current global and local social policies as they pertain to social work practice. Students will discover policy-making processes, methods to influence policy development, and tools for assessing policy. By critically analyzing practice through policy, equity, and anticipatory lenses, this course seeks to enhance and support further linkages between social work practice and social justice as integral to a holistic practice framework.

This course is delivered online via Desire2Learn (D2L) and Zoom. Weekly Thursday evening classes will be synchronous from 6:00 – 8:00pm Mountain Standard Time (MST), with an expectation every week to engage in an additional one-hour of learning asynchronously. Teaching methods to promote learning include instructor and guest presentations, readings, videos, group activities, discussions, and projects.

Prerequisites: SOWK 600 and SOWK 602.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Identify how public policy influences and shapes people's lives and relationships;
2. Demonstrate a critical understanding of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts;
3. Assess and analyze essential features of a policy or policies that impact the service users they work with or have worked with in professional settings;
4. Examine how social workers, individually and collectively, can affect the policy process at the organizational, community, provincial or national levels; and
5. Apply advocacy knowledge and skills to contribute to the development and implementation of new and more equitable social policies as it pertains to social work practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbooks

There is no required textbook.

Optional textbook: Miller, R. (2018). *Transforming the future: Anticipation in the 21st century (Open access)*. Routledge.
https://www.academia.edu/37295651/Transforming_the_Future_Anticipation_in_the_21st_Century

Optional textbook: Head, B.W. (2022). *Wicked problems in public policy: Understanding and responding to complex challenges (Open access)*. Palgrave Macmillan.
<https://link.springer.com/content/pdf/10.1007/978-3-030-94580-0.pdf>

Optional textbook: Engle, J., Agyeman, J., & Chung-Tiam-Fook, T. (2022). *Sacred Civics: Building Seven Generation Cities (1st ed.) (Open access)*. Routledge. <https://doi.org/10.4324/9781003199816>

Readings

Breton, M., Cox, E., & Taylor S. (2003). Social justice, social policy, and social work: Securing the connection. *The Social Policy Journal*, 2(1), 3-20. https://doi.org/10.1300/j185v02n01_02

Community Tool Box. (n.d.). *Chapter 17. Analyzing community problems and solutions*. <https://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/define-analyze-problem/main>

Johnson, A., Papi-Thornton, D., & Stauch, J. (2019). *Student guide to mapping a system*. University of Oxford Said Business School.
<https://www.mtroyal.ca/nonprofit/InstituteForCommunityProsperity/pdfs/Student-Guide-to-Mapping-a-System--Fourth-Edition.pdf>

Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change*. FSG.
https://www.fsg.org/publications/water_of_systems_change

Knox, B. (2022). *The case for basic income and municipalities*. Coalition Canada.
https://basicincomecoalition.ca/wp-content/uploads/2022/02/Case-for-Basic-Income-for-Municipalities_Feb2022-1.pdf

Organizational Research Services Impact. (2013). *Pathways for change: 10 theories to inform advocacy and policy change efforts*. http://www.pointk.org/resources/files/Pathways_for_Change.pdf

Policy Horizons Canada. (2020, March 20). *Exploring social futures*.
<https://horizons.gc.ca/en/2020/03/20/exploring-social-futures/>

School of International Futures. (2021). *Intergenerational fairness observatory*. <https://soif.org.uk/igf/>

Social Work Futures. (2019, May 9). *Why social work belongs in the future – and some ideas about how to get there!* <https://socialworkfutures.com/2019/05/09/why-social-work-belongs-in-the-future-and-how-to-get-there/>

Social Work Futures. (2019, November 19). *Macro social work, the future and foresight practice*.
<https://socialworkfutures.com/2019/11/19/macro-social-work-the-future-and-foresight-practice/>

Tamarack Institute. (2016). *Collective impact 3.0: An evolving framework for community change*.
<https://collectiveimpactforum.org/sites/default/files/Collective%20Impact%203.0.pdf>

The Calgary Aboriginal Urban Affairs Committee. (2017). *Indigenous Policy Framework for The City of Calgary*. <https://www.calgary.ca/CSPS/CNS/Pages/First-Nations-Metis-and-Inuit-Peoples/First-Nations-Metis-Inuit-Peoples.aspx>

The City of Edmonton. (2020). *The soulful city – Full report*. Recover-Urban Wellbeing in Edmonton.
<https://www.urbanwellnessedmonton.com/soulful-city>

The Rockefeller Organization, & ARUP. (2015). *City resilience framework*.
<https://www.rockefellerfoundation.org/wp-content/uploads/City-Resilience-Framework-2015.pdf>

YMCA Canada. (2003). *HIPP – Have influence on public policy*.

<https://www.yumpu.com/en/document/read/7184712/hipp-have-influence-on-public-policy-ymca-canada>

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

As one of four required courses offered at in the MSW program, this course will support you in further developing skills necessary to create and assess policies in your practice. You will explore connections between this course and your learnings about social justice and theory (SOWK 600), research and philosophy (SOWK 602), and practice theories in context (SOWK 604) in advanced social work practice. These explorations will be continued as you advance your knowledge and skills in the next component of your MSW program.

CLASS SCHEDULE

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

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

Date	Topic(s)	Required Readings
Sep 8	Introduction to course, assignments, and expectations Defining social problems	Community Tool Box. (n.d.). <i>Chapter 17. Analyzing community problems and solutions</i> . https://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/define-analyze-problem/main Breton, M., Cox, E., & Taylor S. (2003). Social justice, social policy, and social work: Securing the connection. <i>The Social Policy Journal</i> , 2(1), 3-20. https://doi.org/10.1300/j185v02n01_02 Other recommended resources on D2L

Sep 15	Introduction to systems change System conditions that hold social problems in place	Kania, J., Kramer, M., & Senge, P. (2018). <i>The water of systems change</i> . FSG. https://www.fsg.org/publications/water_of_systems_change Johnson, A., Papi-Thornton, D., & Stauch, J. (2019). <i>Student guide to mapping a system</i> . University of Oxford Said Business School. https://www.mtroval.ca/nonprofit/InstituteForCommunityProsperity/_pdfs/Student-Guide-to-Mapping-a-System--Fourth-Edition.pdf Other recommended resources on D2L
Sep 22	Global and local policy initiatives	The Rockefeller Organization, & ARUP. (2015). <i>City Resilience Framework</i> . https://www.rockefellerfoundation.org/wp-content/uploads/City-Resilience-Framework-2015.pdf The City of Edmonton. (2020). <i>The soulful city – Full report</i> . Recover – Urban Wellbeing in Edmonton. https://www.urbanwellnessedmonton.com/soulful-city The Calgary Aboriginal Urban Affairs Committee. (2017). <i>Indigenous Policy Framework for The City of Calgary</i> . https://www.calgary.ca/CSPS/CNS/Pages/First-Nations-Metis-and-Inuit-Peoples/First-Nations-Metis-Inuit-Peoples.aspx Knox, B. (2022). <i>The case for basic income and municipalities</i> . Coalition Canada. https://basicincomecoalition.ca/wp-content/uploads/2022/02/Case-for-Basic-Income-for-Municipalities_Feb2022-1.pdf Other recommended resources on D2L
Sep 29	Introduction to social innovation and anticipatory policy Assignment 1 due Sep 30: Reflection on City Resilience	Social Work Futures. (2019, November 19). <i>Macro social work, the future and foresight practice</i> . https://socialworkfutures.com/2019/11/19/macro-social-work-the-future-and-foresight-practice/ Other recommended resources on D2L
Oct 6	Social innovation and anticipatory policy continued Informing emerging policies	Policy Horizons Canada. (2020, March 20). <i>Exploring social futures</i> . https://horizons.gc.ca/en/2020/03/20/exploring-social-futures/ Other recommended resources on D2L

Oct 13	Social innovation and anticipatory policy continued Future solutions to complex public problems Assignment 2 due Oct 14: Signal of Change	Recommended resources on D2L
Oct 20	Collaboration frameworks Building a roadmap to change Influencing policy change	Tamarack Institute. (2016). <i>Collective impact 3.0: An evolving framework for community change.</i> https://collectiveimpactforum.org/sites/default/files/Collective%20Impact%203.0.pdf Organizational Research Services Impact. (2013). <i>Pathways for change: 10 theories to inform advocacy and policy change efforts.</i> http://www.pointk.org/resources/files/Pathways_for_Change.pdf YMCA Canada. (2003). <i>HIPP – Have influence on public policy.</i> https://www.yumpu.com/en/document/read/7184712/hipp-have-influence-on-public-policy-ymca-canada Other recommended resources on D2L
Oct 27	Impacts of policy decisions: Tools for assessment	School of International Futures. (n.d.). <i>Intergenerational fairness observatory.</i> https://soif.org.uk/igf/ Other recommended resources on D2L
Nov 3	Aligning government policies Work time dedicated to group presentations	Recommended resources on D2L
Nov 10	Week break – no class	No readings
Nov 17	Assignment 4: Group presentations	n/a
Nov 24	Assignment 4: Group presentations	n/a
Dec 1	Is positive change possible? Assignment 5 due Dec 9: Discussion Posts and Responses	Social Work Futures. (2019, May 9). <i>Why social work belongs in the future – and some ideas about how to get there!</i> https://socialworkfutures.com/2019/05/09/why-social-work-belongs-in-the-future-and-how-to-get-there/ Other recommended resources on D2L

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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

1. Individual Assignment: Reflection on City Resilience Framework (15%)

Due Date: September 30, 2022 at 11:59pm

Consistent with the tenets of reflective practice, students will pick one goal of interest from the City Resilience Framework and write a short reflection paper. They will reflect on how social workers can influence the policy processes to achieve that goal. There are 12 goals in total to choose from.

This reflection paper must not exceed two pages and must be double spaced. No references are required for this assignment. The assessment rubric for these reflections will be posted on D2L. This assignment will be submitted to the course's Dropbox assignment folder.

Aligned Course Learning Outcomes: 2, 3, 4

2. Individual Assignment: Signal of Change (20%)

Due Date: October 14, 2022 at 11:59pm

Students will do an Internet search for a weak signal (specific example of something that suggests how the world is changing and how the future could be different). This signal can be a new technology, scientific breakthrough, a new law or regulation, start-up company, etc. that could impact the Future of Social Equity.

This Word (text) document will include:

- The name of the signal and the URL to the website/article that explains the signal;
- A brief description of the signal;
- The change this signal represents;
- The driver of this signal; i.e., the force behind the signal;
- A brief and creative explanation of what the world could look like in 10 years if this signal gets amplified; and
- The student's opinion if this a possible future they/she/he wants and why?

The assessment rubric for this assignment will be posted on D2L. Students will fill out a "Signals Template" in Word format that will be provided by the instructor on D2L. It will be a maximum of two pages, single sided, single spaced. This assignment will be submitted to the course's Dropbox assignment folder.

Aligned Course Learning Outcomes: 1, 5

**3. Group Assignment: Developing an Organizational / Government Social Equity Strategy (25%)
Due Date: November 4, 2022 at 11:59pm**

In groups of 2-4, students will develop a "Social Equity" strategy for an order of government or organization. This strategy will be developed using one of the transformative anti-colonial / anti-oppressive futures lenses learned in class (ex. Afrofuturism, Indigenous futurism, Feminist futurism, Queer futurism, Disabilities futurism, etc.) Class time will be given to work on this assignment.

This strategy will include, but not limited to:

- The vision and anti-oppressive principles of the strategy;
- A completed futures triangle (weight of history, push of the present, pull of the future);
- A completed worldbuilding futures wheel (implications of strategy);
- Strategic focus areas; and
- Proposed actions or initiatives.

The document, in either Word, PowerPoint, or PDF format, will be a maximum of 10 pages, single sided and single spaced. The use of plain language, infographics, and creative design and layout are encouraged for this assignment. The assessment rubric for this assignment will be posted on D2L. This assignment will be submitted to the course's Dropbox assignment folder.

Aligned Course Learning Outcomes: 1, 2, 5

**4. Group Presentation: Organizational / Government Social Equity Strategy (20%)
Due Dates: November 17 and November 24 during class time**

Reflecting on how to influence organizational leaders or elected officials with different ideologies, student groups will present their strategy to the class, using the information from Assignment 3. Presentations will be done in class with each group allotted 15 minutes for their presentation and 5 minutes for questions and discussion. Each member of the group must equally participate in the presentation. Creative and engaging presentations are encouraged for this assignment. Class time will be given to work on this assignment. The assessment rubric for this assignment will be posted on D2L.

Aligned Course Learning Outcomes: 1, 2, 5

5. Individual Assignment: Discussion Board Posting and Responses (20%)

Due date: December 9, 2021 at 11:59pm

Class attendance, participation, and required and recommended readings are essential components of this course. As part of a collaborative learning environment, during any time in the semester, students will be required to post two substantial insights from any of the class sessions or learning materials. In addition, students are expected to respond in a meaningful and respectful way, to at least two postings from their fellow classmates. This is designed to be an online discussion, which allows everyone in our class to discuss and debate the various topics and extend their learning experience. Postings should be concise and focused on a specific topic. All discussion posts and responses should be a minimum of 150 words and a maximum of 250 words. The assessment rubric for this assignment will be posted on D2L.

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

Summary of Assignments:

Assignments	Due Date	Percent of Final Grade	Grouping for Assignment
Assignment 1: Reflection on City Resilience	September 30	15%	Individual
Assignment 2: Signals of Change	October 14	20%	Individual
Assignment 3: Social Equity Strategy	November 4	25%	Group
Assignment 4: Presentation: Social Equity Strategy	November 17/24	20%	Group
Assignment 5: Discussion Board Posts & Responses	December 9	20%	Individual

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations and follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement. 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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments must be submitted to the D2L course drop box no later than 11:59pm on the due date. Instructions for each assignment format will be given on D2L. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Sonu Naidu Assignment 2). Please ensure that the proper version of your assignment is submitted and keep a copy of each submission.

LATE ASSIGNMENTS

If you cannot meet the deadline for an assignment, please communicate this to your instructor as early as possible. Adjustments to the deadline may be made for good reason and at the instructor's sole

discretion. Unless arranged otherwise, assignments submitted after the deadline will be **downgraded by 2%** of the assignment grade per day, including weekends, holidays, and weekdays.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on the quality of writing. This includes grammar, punctuation, sentence structure, as well as general clarity and organization. APA 7th Edition referencing is required, and APA 7th Edition will be the basis of assessing style, grammar, and citations. You may consider the following source for guidance: <https://owl.english.purdue.edu/owl/resource/560/01/>.

To cite Indigenous knowledge, check out a resource from the University of Alberta: <https://news.library.ualberta.ca/blog/2022/01/27/citing-indigenous-elders-and-knowledge-keepers/>

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. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Graduate 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	Very Good Performance	90-94
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	75-79

		withdraw from the programme regardless of the grade point average.	
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

Additional suggested readings will be provided to students in D2L

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’s [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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