

Course & Session Number	SOWK 557.41 - S03 Selected Topics: Contexts for Practice	Classroom	Online
Course Name	Climate Change & Sustainable Social Development		
Day(s) & Time	May 6, 11 & 13, 18 & 20, 25 & 27, 2021; Tues/Thurs, 9-11 am & 1-3 pm		
Instructor	Prof. Dr. Michael (Mishka) Lysack PhD RSW		
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SYLLABUS STATEMENT

This course examines the science and impacts of climate change as well as the need, opportunities, and the dimensions of climate mitigation, climate adaptation and building climate resilience, and their linkages to sustainable social development.

COURSE DESCRIPTION

This course examines the science and impacts of climate change, the urgency of climate mitigation, climate adaptation and building climate resilience, as well as the need, opportunities, and the dimensions of sustainable social and economic development.

Through instructor presentations, video presentations, journaling, discussion in pairs, class discussion, reflecting teams, and micro-assignments, students will deepen their knowledge of the science regarding climate change (e.g., 1.5C, tipping points, carbon budget, unburnable carbon, sustainable/renewable energy economy) and its impacts as well as recommendations from bodies such as:

- 1) the UN regarding the Sustainable Development Goals and the links between social and environmental sustainability, limiting global warming to 1.5 degrees C. through climate mitigation and adaptation, linked to poverty eradication and efforts to reduce inequalities, as well as
- 2) the UK Committee on Climate Change, and the German as well as Danish Governments on effective climate governance/accountability and climate mitigation/climate adaptation/resilience policies, including decarbonization pathways, a sustainable and inclusive economy, and just transition.

In addition, through instructor presentations, class dialogue, journaling, small group dialogue, and reviewing video input and articles, students will develop a more nuanced and deeper

understanding of multiple dimensions of climate mitigation/adaptation/resilience and sustainable development, such as:

- 1) environmental ethics, compassion, gratitude, justice, and their philosophical/spiritual roots in the Axial traditions and Indigenous cultures, and their biological roots,
- 2) impact of climate changes on earlier civilizations and their collapse,
- 3) climate change as an accelerant and multiplier of international conflict, violence, and societal instability,
- 4) sustainable and just economics and models of economic transition: Karl Polanyi, economic historian & economist; Ordo-liberalism vs Neo-liberalism, social economy vs market economy; Just Transition, Green New Deal, carbon budget, unburnable carbon, stranded assets),
- 5) responding to the impacts of climate change on physical health, and best clinical/community/advocacy practices on micro, mezzo, and macro levels,
- 6) responding to the impacts of climate change on mental health, and best clinical/community/advocacy practices on micro, mezzo, and macro levels,
- 7) best practices in effective climate mitigation policy/governance/accountability and climate adaptation (e.g., Germany, UK, Denmark), and how Canada could move into this cluster,
- 8) sustainable communities and cities,
- 9) Indigenous approaches to sustainable development, renewable energy, barriers of systemic racism, reconciliation, Indigenous leadership on addressing climate change and sustainable development (e.g., T'Sou-ke nation, Eriel Deranger, Melina Laboucan-Massimo of Sacred Earth Solar, etc.),
- 10) Climate adaptation and building climate resilience,
- 11) effective advocacy, capacity-building, and policy influencing regarding effective climate mitigation and climate adaptation/resilience policy.

COURSE LEARNING OUTCOMES

Course-specific Learning Objectives

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

1. apply social work values, ethics, and attitudes to practice contexts where climate change is the new context for practice;
2. apply knowledge and practice skills to contribute to key elements of sustainable development;
3. apply their theoretical understanding of the science and impacts of climate change as well as the need/opportunities and the dimensions of sustainable social development to social work practice;
4. utilize their practical skills in practice contexts to promote sustainable development; and
5. integrate their knowledge and skills regarding sustainable development to utilize them in their specific practice contexts.

LEARNING RESOURCES & READINGS

Textbooks/Readings

1) Students are required to read a total of two (2) books for the course as well as one 1 small book:

Paper #1: 1 book from List + 1 small book by Oreskes & Conway.

&

Paper #2: one (1) book from List.

Book List

Dominelli, L. (2012). *Green Social Work: From Environmental Crises to Environmental Justice*. Malder, MA: Polity Press.

Klein, S. (2020). *A Good War: Mobilizing Canada for the Climate Emergency*. Toronto, ON: ECW Press.

Mann, M. (2021). *The New Climate War: The Fight to Take Back Our Planet*. New York: Public Affairs Books.

Rifkin, J. (2019). *The Green New Deal: Why the Fossil Fuel Civilization Will Collapse by 2028, and the Bold Economic Plan to Save Life on Earth*. St. Martin's Press.

Jaccard, M. (2020). *The Citizen's Guide to Climate Success: Overcoming Myths that Hinder Progress*. Cambridge University Press.

Gutstein, D. (2019). *The Big Stall: How big oil and think tanks are blocking action on climate change in Canada*. Halifax, NS: Lorimer Books.

Pope Francis, (2015). *Encyclical on Climate Change and Inequality*. Brooklyn, NY: Melville House. (2015).

2) This short and small book (see below) is also required to be discussed in the first paper.:

Oreskes, N. & Conway, E. (2014). *The Collapse of Western Civilization: A View from the Future*. New York, NY: Columbia University Press.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom and D2L access.

RELATIONSHIP TO OTHER COURSES

Class discussions in this course will facilitate students to make linkages with other social work courses and their practicum in the areas of policy, social work theory and practice, and research, so that students may integrate their learning across the curriculum into a coherent framework for social work practice and professional identity. The course also has connections with both SOWK 363 - Human Development and Environments as well as SOWK 383 - Social Policy & Social Justice.

CLASS SCHEDULE

May 6, 11 & 13, 18 & 20, 25 & 27; Tues/Thurs, 9-11 am & 1-3 pm (MDT)

Topic Areas & Detailed Class Schedule		
Course Schedule Date	Topic	Assignments/Due Dates
Thurs, May 6, 9-11 am	<p>Overview of course and requirements; Student priorities for course</p> <p>environmental ethics, compassion, gratitude, justice, and their ethical/spiritual & biological roots in Axial and Indigenous cultures; impact of climate changes on earlier civilizations and their collapse.</p>	
Thurs, May 6; 1-3 pm	<p>science regarding climate change (1.5C, tipping points, carbon budget, unburnable carbon) and its impacts.</p> <p>recommendations/goals/targets from UN regarding the Sustainable Development Goals (SDGs) re climate, sustainable development, alleviation of poverty, how environmental & social development are linked</p> <p>Climate mitigation/climate adaptation Climate Performance Index: This year, Canada was ranked 58th as a country internationally re climate policy and</p>	

	implementation of decarbonization pathways.	
Tues, May 11; 9-11 am	climate change as an accelerant and multiplier of international conflict, violence, and societal instability through impacts of climate change Topics: student choices	
Tues, May 11; 1-3 pm	sustainable economics and models of economic transition. Part 1: Karl Polanyi, economic historian & economist; social economy vs market economy; Neo-liberalism vs Ordo-liberalism, climate economics: carbon budget, unburnable carbon, stranded assets	
Thurs, May 13; 9-11 am	sustainable economics and models of economic transition. Part 2: review of Ordo-liberalism vs Neo-liberalism, social economy vs market economy; Just Transition, Green New Deal, citizens & communities as new empowered economic stakeholders in the renewable energy economy (Germany, Denmark, etc.) best practices in climate policy/governance and climate protection Part 1: Germany; Denmark; and how Canada could move into this cluster	
Thurs May 13; 1-3 pm	best practices in effective climate policy/governance and climate policy accountability and transparency Part 2: (case study: UK), and how Canada could move into this cluster Mid-term student review of course: student priorities	

<p>Tues May 18; 9-11 am</p>	<p>responding to the impacts of climate change on physical health level</p> <p>best clinical, community, advocacy practices on micro, mezzo, and macro levels</p>	<p>Reflection Paper #1 is due Students are required to write a paper on</p> <p>1) their first choice of their 2 books from list #1,</p> <p>and</p> <p>2)small book/pamphlet: Oreskes, N. & Conway, E. (2014). The Collapse of Western Civilization: A View from the Future. New York, NY: Columbia University Press. If the student has read this book already in another class, 2-3 additional readings will be included as agreed by the professor and the student.</p> <p>(Date TBC by class and Mishka)</p>
<p>Tues May 18; 1-3 pm</p>	<p>responding to the impacts of climate change on mental health levels; climate trauma and healing responses;</p> <p>best clinical, community, advocacy practices on micro, mezzo, and macro levels</p>	
<p>Thurs May 20; 9-11 am</p>	<p>effective advocacy and policy influencing re effective climate action & policy</p> <p>barriers to effective climate action</p>	
<p>Thurs, May 20, 1-3 pm</p>	<p>sustainable communities and cities; e.g., Bottrop, Munich in Germany</p> <p>deep decarbonization pathways</p> <p>Topics: student choices</p>	
<p>Tues, May 25, 9-11 am</p>	<p>Indigenous approaches to sustainability/renewable</p>	

	energy, sustainable development, & social economy	
Tues, May 25, 1-3 pm	Climate adaptation strategies & building climate resilience Topics: student choices	
Thurs, May 27, 9-10 am	Last class; Topics: student choices; review, evaluation	
Friday, June 11	Paper #2 is due	
Spring term grades due Mon	June 28, 2021	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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. 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

No recordings of classes will be made to protect the privacy of students and the professor.

ZOOM RECORDINGS OF ONLINE CLASSES

No recordings of classes will be made to protect the privacy of students and the professor.

ASSESSMENT COMPONENTS				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Reflection Paper #1	Students are required to write a paper on 1) their first choice of their 2 books from list #1, +	Tuesday, May 18, 2021 (Date TBC by class and Mishka)	45%	1, 2, 3,4, & 5

	2) small book/pamphlet: Oreskes, N. & Conway, E. (2014). <i>The Collapse of Western Civilization: A View from the Future</i> . New York, NY: Columbia University Press. If the student has read this book already in another class, some additional readings as agreed to by the professor and the student.			
Reflection Paper #2	Students are required to write a paper on their second choice of their 2 books from either list #1 or list #2. See description of assessment method/assignment as well as the criteria for assessment below.	Friday, June 11, 2021 (Date TBC by class and Mishka)	45%	1, 2, 3, 4, & 5
Participation mark	See discussion below		10%	1,2,3,4,5

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GRADING

The undergraduate grading systems are included below.

A student's final grade for the course is the average of the two (2) separate assignments. It is necessary to pass each assignment separately in order to pass the course.

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 at the end of the course through the standard University and Faculty of Social Work course evaluation forms/USRIs.			
Students with concerns or questions are encouraged to discuss the process and content of the course at any time with the instructor.			

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

There is no test or exam.

Standard of writing will be a factor in grading students' work.

ABOUT THE REFLECTION PAPERS The student's working knowledge of the material can be partly demonstrated by the inclusion of some quotes (at least 5-6) from the readings that the student believed to be especially important to his/her learning. Students are invited to use the following questions as a guide for their reflection and writing of the paper:

- o What were the key learning moments or "sparkling moments" as you were reading the articles/chapters?
- o What effect did these moments have on you as a person and as a developing professional?
- o What are some (1-2) of the ideas that you found to be the most helpful in these articles?
- o What difference could these ideas make in how you "see" or perceive your work?
- o What are some of the related practices (1-2) that you find the most appealing?
- o How are these practices related to the ideas that you found helpful?

1) When students are starting to write the paper, they need to identify 3 (possibly 4) key learning moments, a-ha experiences, or sparkling moments as they were reading the book. Students are asked to use these learning experiences as the "spine" of the paper.

2) In response to each of the 3 learning moments, students need to include 2 sections or "streams": 1) exposition & 2) reflection.

3) The exposition section needs to convey to the instructor that the student has read and understood the material to the degree that the student can communicate the essential elements of the

material to a layperson. This section needs to be anchored in a small selection of direct quotes from the source material with the appropriate references.

4) In the reflection section, students need to focus on the significance of the 3 learning moments and a description of why the student believes this insight is important.

5) In addition, students are asked to also describe the difference such insights would make to both a) SW practice and theory in general as well as b) their own future SW practice on all 3 levels of i) micro, ii) mezzo, and iii) macro practice.

Notes & Format for Papers

N.B. There are no in-class tests or final exam.

In your reflection papers on books/articles, be sure to include direct quotes to illustrate your discussion along with APA format page numbers

All assignments are to be submitted and emailed to the professor or TA/marker in electronic form, with an original copy being archived by the student; this is a paperless course. Assignments may be submitted in Word only, and not in 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.

Students will use Word .docx format.

In both electronic and paper forms of paper, please put this information on one line as the title at the beginning of your paper: Name, Course number 557, Assignment name

In electronic form, when you use "save as" and give a name to your file, students are asked to label their paper using this format; again, this will aid me greatly in tracking and sorting: Last name, First name, Course number 557; Assignment name. In electronic form, when preparing to send me their paper, students are asked to label the subject of their email for their paper using this format.

- All papers are to be typewritten in 12-point font.
- Separate cover page is unnecessary.
- Papers are limited to 1,600 words. Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.
- Re-writes and pre-reads of papers are not an option.
- Standard of writing will be a factor in grading students work.
- Extensions in terms of deadlines are possible within certain limits. Any changes in deadline must be agreed to by the instructor in writing by email.
- Students must submit all papers by their respective deadlines. The instructor is not obligated to accept any papers handed in after the deadline.
- Papers will be archived after marks for the course are submitted in case of an appeal of marks.
- Students cannot re-read any book or article that they have read for another course. They must read a new book or article.
- Students must pass all assignments to pass the course.

- Important: Any students who have concerns or suggestions about any aspects of the course, including marks, course content, or class functioning, are encouraged by the Faculty of Social Work to discuss their concerns with the course instructor.

Criteria for an A- level paper:

- word count was within reasonable range
- active and explicit first-person person voice (I, me), including emotional and personal responses to learning moments
- integration of social work practice, experiences, values, theories, etc.
- integration of class content
- direct quotes with page numbers
- good integration of all additional material and articles as required
- correct spelling and grammar
- clarity in sentence structures and writing style
- structures the paper according to key learning moments
- makes thematic connections across learning moments
- labels file name, subject name of email etc. properly
- in the reflection section, explores how insights from learning moments can be translated into SW practice, both a) in the specific SW practice of the student, and b) in the field of SW generally on micro, mezzo, and macro levels.

Criteria for an A level paper:

All A- criteria have been met and significantly exceeded.

The paper contains original insights with respect to the subject matter.

The a) quality of writing, b) levels of analysis and reflection, and c) the exposition of the application of learning moments to both personal SW practice as well as the SW profession on micro, mezzo, & macro must all be exceptional in quality.

In this instructor's classes, A level papers are the exception, and not the rule.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Learning Experiences, Class Participation, Skill Development and Class Etiquette 10%

This course is a theory-in-practice class. Thus, all students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Participating in the classes is expected and critical to the functioning of the class as a learning community.

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. Attendance will be graded as part of a participation assignment, such as participating in class reflection teams which will be a part of every class.

Class participation will be graded and will make up 10% of the total final mark.

In addition to the instructor's presentations and exercises, this class will include personal reflection through journaling, discussion in pairs, and experiential learning. And so, class performance includes 1) being in class, 2) contributing to the class discussion in a relevant and coherent way, 3) indicating through one's discussion and contributions a thorough preparation of the assignment, and 4) willingness to try and practice advanced skills.

The instructor asks that you apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings.

Grades for participation are based on asking questions, sharing experiences, actively participating in reflection groups, class discussions or small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal and professional engagement in the learning process.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class, nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class.

All students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class to the best of their ability.

Students are asked to restrict their use of their computer & cell-phones during class time for activities directly related to the course (for instance, taking notes), & are asked to refrain from all other non-class activities (checking or writing email, Facebook, texting, shopping, computer games, etc.).

Students suspected of being involved with these non-class activities may be asked a) to identify themselves, b) to leave the class, and c) will not be permitted to return to the course until after a meeting between the student and instructor (and perhaps the Coordinator of Undergraduate Studies) has been completed.

Students are required to participate in the entire class, arrive on time, stay until the end of class, and return from the break in a timely manner.

Students are expected to arrange their schedules (childcare, work, social life, etc.) accordingly so that they may attend classes in their entirety.

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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically by email either to the professor or the TA/marker as instructed, after scanning for viruses.

Assignments must be submitted in Word.docx only; no PDFs will be accepted. Assignments should have a file name as described in this outline.

Assignments are due on their due date by 11:59 pm, unless an alternative deadline date is agreed to by the instructor in writing by email.

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.

Assignments submitted after the deadline agreed to by the professor and student may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

- Writing quality is a component of any written assignments or other expectations you have for writing, such as the use of APA formatting for referencing. 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 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>

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**