



Course Number: SOWK 397- (S01)	Classroom: TRA 101
Course Name: Practice & Evaluation with Communities	
Day: Mondays	Time: 1:00- 3:50 PM
Instructor: Yahya El-Lahib	Office Hours & Location: Mondays 4:00-5:00- MT 436
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SYLLABUS STATEMENT

An introduction to theories and skills about community practice. The focus will be on understanding the basic values, and ethical, strategic, evaluative and political issues involved in working for community change.

COURSE DESCRIPTION

In this course, students will be exposed to key community practice theories, knowledge and practice models that promote community change and transformation. Specifically, understanding issues of power as well as social structures and relations and how they shape social issues, conditions, and what role social work can play to help individuals and communities will be central to this course. The focus will be on providing students the opportunity to engage in various stages of working with communities to help them understand the basic community dynamics. The course will help students develop their community practice skills, including strategies for understanding and navigating power dynamics and relations in community practice settings; key social work values and principles as they relate to community practice; and issues of ethics and ethical tensions as they shape community power dynamics and relations. In addition, students will have the opportunity to develop their critical understanding of community organizing, community mobilization as well as political and social dynamics that shape power relations within and between communities. Examples of knowledge and skills student will be exposed to include knowing and understanding community and community practice, understanding community dynamics, issues of power, identifying community needs, locating community capacities and resources and how they can be utilized, as well as strategies for community evaluation, mobilizing and lobbying for community change and transformation.

COURSE LEARNING OUTCOMES

In this class, students will learn how to:

1. Demonstrate critical understanding of key theories and practice models and how they can be applied to working with communities.
2. Articulate understanding of the main concepts, principles and models of community organizing, including an examination of power relations, and their role in shaping community practice.
3. Examine the roles that social workers can play in community organizing and transformation and

- apply community organizing skills or strengthen already existing skills.
4. Identify community needs, resources and capacities and explain how they can be utilized to facilitate community change.
 5. Analyze local and broader political, economic and institutional contexts of community practice and examine political, ethical and structural tensions that shape social relations and power dynamics within and between communities. These include structural, institutional and organizational tensions.
 6. Evaluate the strengths and limitations of alternative approaches to community practice in a variety of circumstances.
 7. Apply social work's professional values and ethics and anti-oppressive social work skills to different practice contexts and settings.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd.

Other readings can be accessed through the University of Calgary Library system.

LEARNING TECHNOLOGIES AND REQUIRMENTS

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

RELATIONSHIP TO OTHER COURSES

This required BSW level community practice course rests on social work's fundamental values and principles of social justice and anti-oppression to highlight the profession's commitment to facilitating social change and transformation at the micro and macro levels. This course is one of five core "practice with" courses (SOWK 393; 395; 397; & 399) and complement other practice related courses such as practicum I & II.

CLASS SCHEDULE

January 13th

Class 1- Introduction, Overview & Positioning the Course

Readings:

No readings required

January 20th

Class 2- Foundation I: Defining Community & Understanding Contexts of Community Practice

Readings:

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd. Chapter 1 & 2 (pp. 1-46).

Weil, M. (1996). Community Building: Building Community Practice. *Social Work*, 41(5), 481-499.

January 27th

Class 3- Foundation II: Theories & Models of Community Practice

Readings:

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd. Chapters 3 & 4 (pp. 48- 85).

Weil, M. (1996). Model development in community practice: An historical perspective. *Journal of*

Community Practice, 3(3/4), 27-67.

***February 3rd Class 4- Foundation III: Power Dynamics in Community Practice**

***Letter of Intent Due**

Readings:

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd. Chapter 5 (pp. 90-104).

Please Select One of the Following Readings

Brennan, M. A. & Israel, G. D. (2008). The power of community. *Community Development: Journal of the Community Development Society*, 39(1), 82-98.

Checkoway, B. (2013). Social justice approach to community development. *Journal of Community Practice*, 21(4), 472-486.

Green, J., J. (2008). Community development as social movement: A contribution to models of practice. *Journal of the Community Development Society*, 39(1), 50-62.

***February 10th Class 5- Reflexivity & Ethics in Community Practice**

Readings:

Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work*, 6(3), 281-299.

Hardina, D. (2004). Guidelines for ethical practice in community organizations. *Social Work*, 49(4), 595-604.

Reisch, M., & Lowe, J. I. (2000). "Of means and ends" revisited: Teaching ethical community organizing in an unethical society. *Journal of Community Practice*, 7(1), 19-38.

February 17 Winter Break-NO CLASS

***February 24th Class 5- Community Practice Skills I: Assessment**

***Student Led Workshop 1: Assessment of Needs & Resources in Community Practice**

Readings:

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd. Chapter 6 (pp. 113-141).

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). Using assessment in community practice. In D. A., Hardcastle, P. R., Powers, & S. Wenocur, (Eds.). *Community practice: Theories and skills for social workers*, 3rd Edition (pp. 156-182). New York: Oxford University Press.

March 2nd Class 6- Community Practice Skills II: Planning

***Student Led Workshop 2: Planning for Community Change**

Readings:

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd. Chapter 7 (pp. 142-165).

Please Select One of the Following Readings

Chaskin, R. J. (2005). Democracy and Bureaucracy in community planning process. *Journal of Planning Education & Research*, 24(4), 408-419.

Dale, R. (2003). The logical framework: An easy escape, a straitjacket, or a useful planning tool? *Development in Practice*, 13(1), 57-70.

Pardasani, M. (2005). A context-specific community practice model of women's empowerment. *Journal of Community Practice*, 13(1), 87-103.

- Patel, L., Kaseke, E., & Midgley, J. (2012). Indigenous welfare and community based social development: Lessons from African innovations. *Journal of Community Practice*, 20(1-2), 12-31.
- Simpson L., Wood, L., & Daws, L. (2003). Community capacity building: Starting with people not projects. *Community Development Journal*, 38(4), 277-286.

March 9th Class 7: Community Practice Skills III: Community Engagement & Participation

***Student Led Workshop 3: Ensuring Voice, Representation & Community Participation**

Readings:

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd. Chapter 8 (pp. 166-189).

Please Select One of the Following Readings

Fraser, H. (2005). Four different approaches to community participation. *Community Development Journal*, 40(3), 286-300.

Castelloe, P., Watson, T., & White, C. (2002). Participatory change: An integrative approach to community practice. *Journal of Community Practice*, 10(4), 7-31.

Toomey, A. H. (2011). Empowerment and disempowerment in community development practice: Eight roles practitioners play. *Community Development Journal*, 46(2), 181-195.

Wilson, K. (2011). 'Race', gender and neoliberalism: Changing visual representation in development. *Third World Quarterly*, 32(2), 315-331.

March 16th Class 8: Community Practice Skills IV: Community Assets & Funding Issues

***Student Led Workshop 4: Organizing Fundraisers**

Readings:

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd. Chapter 9 (pp. 190-231).

Gitlin, L. N., & Lyons, K. J. (2014). *Successful grant writing: Strategies for health and human service professionals* (4th ed.). New York, NY: Springer. (Pages 79-117).

Recommended Additional Readings

Armstrong, E. (2004), "Globalization from below: AIDWA, foreign funding, and gendering anti-violence campaigns", *Journal of Developing Societies*, 20(1-2) 39-55.

Lenette, C. & Ingamells, A. (2014). Mind the gap! The growing chasm between funding-driven agencies, and social and community knowledge and practice. *Community Development Journal*, 5(1), 88-103.

Mowbray, M. (2005). Community capacity building or state opportunism? *Community Development Journal*, 40(3), 255-264.

March 23rd Class 9: Community Practice Skills V: Promoting Community Change

***Student Led Workshop 5: Working with the Media & Advancing Community Discourses**

Readings:

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd. Chapter 10 (pp. 233-259).

Please Select One of the Following Readings

Tower, K. (2000). In our own image: Shaping attitudes about social work through television production. *Journal of Social Work Education*, 36(3), 575-585.

Wehbi, S., & Taylor, D. (2013). Photographs speak louder than words: The language of international

development images. *Community Development Journal*, 48(4), 525-539.
 Wilson, K. (2011). 'Race', gender and neoliberalism: Changing visual representation in development. *Third World Quarterly*, 32(2), 315-331.

March 30th Class 10: Community Practice Skills VI: Strategies & Tactics for Community Change

***Student Led Workshop 6: Community Mobilizing & Organizing**

Readings:

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd. Chapters 11, 12 & 15 (260-325 & 362-375).

Recommended Additional Readings

Fisher, R. & Shragge, E. (2017). Resourcing community organizing: Examples for England and Quebec. *Community Development Journal*, 52(3), 454-469.

Franklin, S. (2014). Race, class and community organizing in support of economic justice initiatives in the twenty-first century. *Community Development Journal*, 49(2), 181-197.

George, P. (2006). Social action with pavement dwellers in India. In B. Lee & S. Todd (eds.), *A casebook of community practice: Problems & strategies* (pp. 192-210). Mississauga, ON: Common Act Press.

Shepard, B. (2005). Play, creativity, and the new community organizing. *Journal of Progressive Human Services*, 16(2), 47-69.

April 6th Class 11: Community Practice Skills VII: Monitoring & Evaluation

***Student Led Workshop 7: Monitoring & Evaluation: Outputs & Outcomes in community Practice**

Readings:

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Toronto, ON: Nelson Education Ltd. Chapters 13 & 14 (pp. 329-361).

Hardina, D. (2002). Outcome and process evaluation. In *Analytical Skills for Community Organization Practice* (pp. 327-366). New York: Columbia University Press.

April 13th Class 12: Moving Forward with Community Change & Course Wrap up

***Complete Grant Proposal Due**

Readings: No Assigned Reading!

Have a great summer 😊

ASSIGNMENTS

- 1) **Student Led Workshop & Evaluation: (50%)**
 - a. Student Led Workshops (35%)Ongoing
 - b. Workshop Evaluation & Participation (15%)Ongoing
- 2) **Letter of Intent & Grant proposal (50%)**
 - a. Part 1: Letter of Intent (15%)Due: February 3rd, 2020
 - b. Part 2: Complete Grant Proposal (35%)Due: April 13th, 2020

Description of Assignments

1) Student-led Workshop (35%): Ongoing
 For this group assignment, you will develop and facilitate an **hour-long** workshop on a pre-selected

topic. As a group, you are also required to provide the class with one journal article or book chapter on your chosen topic a week prior to holding your workshop. You will note that workshop topics specified in the syllabus are quite broad; it will be your task to choose a specific angle from which to present the topic. For example, if you choose to facilitate the workshop on working with the media, you may select writing press releases as your specific topic. This level of specificity will render the material you present more concrete. The aim of this group assignment is two-fold. First, you will learn to develop, deliver and facilitate workshops (or you will enhance any pre-existent workshop planning and facilitation skills). Second, workshops will introduce participants to practical skills needed in community practice and allow students to engage in the practice of designing and delivering workshops in community practice settings.

For this assignment, student will form groups of **five** and collectively engage in the process of **planning, organizing and delivering** their workshops. Group members will also be responsible for facilitating the class evaluation of their workshop by designing and distributing an evaluation form to the class as a way to engage their audience with the material presented and to receive feedback on their work from their peers. This is a skill development-based assignment, therefore, expectations and grading criteria are explicitly based on the quality and depth of the workshops. Specifically, workshops will be graded based on their originality, creativity, applicability as well as the level of integration of course material including class discussions, guest speakers and their way of aligning their workshop with the social justice-oriented approaches to community practice. Also important is students' way of engaging their audience with their workshop material and the quality of evaluation of their workshops. For this component of the group assignment, **all group members will receive the same grade** and feedback will include assessment of the quality of their collective performance during their workshops. **Workshop material and notes are to be submitted to the instructor TWO days before the workshop.** Both component of this assignment (the workshop and associated evaluation form) align with all the course learning outcomes (1, 2, 3, 4, 5, 6, 7).

Workshop topics include:

- 1- Assessment of Needs & Resources Community Practice
- 2- Planning for Community Change
- 3- Ensuring Voice, Representation & Community Engagement
- 4- Organizing Fundraisers
- 5- Working with the media
- 6- Community Mobilizing & Organizing
- 7- Monitoring & Evaluation: Outputs & Outcomes in community Practice

2) Workshop Evaluation, Participation & Reflection Logs (15%): Ongoing

Participation in all students led workshops account for **15%** of the total mark. You will be expected to complete an evaluation form designed and distributed by the workshop facilitating group of the day. The class is expected to use these evaluation forms as an opportunity to critically engage with the workshop material presented by making links to community practice theories, models and principles discussed in class. Participation marks will be assigned based on your integration of your learning from the workshop and active engagement with the issues and ideas discussed during the workshop. No participation grades will be assigned to evaluation forms that are not taken seriously or have no substantive content that demonstrate active participation with the issues examined in the workshop. Students facilitating the workshop are not required to fill up these evaluation form on the day of their workshops. Only those who attend the class will be allowed to submit evaluation forms and no logs will be accepted after class, even if student were present and forgot to hand in their logs. This is an individual part of the assignment; therefore, students are expected to submit an evaluation form for each workshop based on the criteria discussed earlier to receive the full 15%.

3) Major Paper: Submitting a Grant Proposal (50%)

This group assignment is meant to help students develop necessary knowledge skills to understand funding process and engage with a process of designing a community project and devise a plan to get it funded. Considering the current trends in community practice and the impacts of neoliberalism and funding cuts to communities, this assignment aims to help equip students with critical knowledge about how to design a community project and what are the key considerations required to get it funded. Students are encouraged to work with the teams they formed for the workshop assignment but forming new teams is also acceptable as long as no members will be left out. This group assignment is divided into two parts and **grades are assigned to the entire group** for both parts, the LOI and complete Grant Proposals:

Part1- (15%- Due February 3rd, 2020): Consists of submitting a “letter of intent (LOI)” where students are expected to respond to a call of funding proposals of their choice. groups are expected to look for calls for funding proposals that are relevant to their project ideas as this will help them gain knowledge and skills about how to align their projects with funders’ priorities and objectives. To help facilitate these expectations, we will examine various calls for funding proposals in class but groups are encouraged to look for funders that best fit with their proposals. The LOI is expected to be 1-2 pages in length maximum, where students are to briefly present a problem statement at the community level and propose a plan outlining their responses to addressing the problem they identified. Typically, LOIs are short, concise, and clearly summarize your proposal and the assets and qualifications you have to successfully implement your proposal. The LOI should also include a list of bibliography that groups will consult to develop their funding proposal as a way to ground their work within relevant scholarship related to their choice of community practice settings. Grading of this part of the grant proposal is based on the groups abilities to form an idea that respond to a community practice issue; to propose a direction on how the issues identified could be addressed; to propose key activities that their project will employ to address the issue; to properly align their projects with the call for funding proposals they are responding to; and their project’s originality, critical thinking and alignment with course material and social work value system. Student will receive feedback on their LOIs that should be incorporated in their final grant proposal. The LOI should be 1-2 pages maximum, double spaced (Times New Roman, 12 inch font, 1 inch margins).

Part 2- (35%- Due April 13th, 2020): Building on the feedback and comments the group received on their LOIs, this second part of the funding proposal is meant to offer them a chance to reflect in a concrete manner on the aspects of community development practices of interest to them. More specifically, in this assignment, groups will apply their knowledge and reflections on the sociocultural, sociopolitical or socioeconomic contexts of the community they chose to work with in their LOIs. In addition, groups will utilize the knowledge and practice skills they gained in the course to develop their funding proposals. The objective of the assignment is to help students apply theoretical and practice knowledge gained in the course to develop and design their projects and to begin to familiarize themselves with concrete community practice skills and the process involved in seeking funding in community contexts. In general, the funding proposals should include the following:

- Identify **ONE** potential funder you might want to approach in this proposal and provide a brief explanation of how the project fits their funding criteria & priorities
- Literature review section that discusses the need, the region, similar projects, and any important detail that would help contextualize the issue
- Goals & objectives of your proposal
- Project design (activities, implementation plans, timeline, etc.)
- Expected outcomes (outputs, results, etc.)
- Budget (narrative and budget justification)

- Evaluation plan including measures & indicators, data collection plan and detailed analysis steps

Grading is based on the groups' abilities to address the expectations of the assignment as listed here: Groups are expected to respond to the outline provided above in their final grant proposals. In addition, groups are expected to concretely address the comments, feedbacks and suggestions provided on their LOI. An important quality of funding proposals is to maintain alignment with funders priorities and objectives as outlined in their calls for proposals as well as in their missions and visions. Hence, qualities of proposals are determined by groups' abilities to align each aspect of their proposals with their funders' priorities and objectives as established in the call of abstracts. In addition, groups are expected to ensure that they align their proposals with their chosen community organization values, mission and vision. Groups also should ensure that their proposals demonstrate originality, critical thinking, alignment with social work's commitments to social justice and anti-oppressive principles, as discussed in class. In addition, groups are expected to demonstrate their abilities to apply theories, concepts and concrete practice approaches and models in their proposals. The length of the paper is **5-7 double-spaced pages** plus references (Times New Roman 12-inch font, 1-inch margins). References must include at least 8-10 refereed sources from books, journal articles or community reports relevant to your chosen project and not covered in the course readings (magazine articles, Websites and newspaper articles are not included in the 10 sources, but relevant community reports could be if they are based on research). We will have designated time in class to discuss this assignment in more detail including discussing your ideas, how to form various aspects of your proposals, relevant approaches and readings, as well as expectations, and grading criteria. Both components of this assignment (the LOI & the complete grant proposal) align with all the course learning outcomes (1, 2, 3, 4 5, 6, 7).

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

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

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.

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.

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 should have a file name as follows: "Full names and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight 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

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>

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 **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.

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings are listed for each week based on their relevance to the topic of the day. However, students are encouraged to read as much as they wish.

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-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them. Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

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

ACADEMIC ACCOMMODATION

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

RESEARCH ETHICS

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

ACADEMIC MISCONDUCT

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

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

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

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

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

SEXUAL VIOLENCE POLICY

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

OTHER IMPORTANT INFORMATION

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

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