UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2020

Course:	SOWK 697 S01	**Name:** Diversity, Oppression & Social Justice
Format:	Online using Zoom & D2L	**Zoom:** Jan 16, 23, 30, Feb 6, 13, 27 6:00-7:30pm Calgary time
Instructor:	Ilyan Ferrer	**Office Hours:** By appointment
Telephone:	403-220-6037	**Email:** ilyan.ferrer@ucalgary.ca

COURSE OUTLINE

Syllabus Statement:

A critical examination of the issues of diversity and the power relations that form common links among experiences of oppression and marginalization in Canadian society.

Course Description:

The course is offered online to students in the MSW Leadership Specialization. Experiences such as racism, colonization, classism, sexism, heterosexism, ableism, and ageism intersect at individual, interpersonal, institutional and systemic levels and create barriers to the realization of social justice. By critically analyzing social work practice and social welfare organizations in the framework of diversity, this course seeks to develop the linkages between social work practice and social justice in a holistic framework.

There is an imperative in social work practice and research to encompass the values of diversity, access and equity in our practice. This is not only a reflection of the diverse client population that we work with, but also enshrined in our Code of Ethics and ethical obligations to a standard of practice. This class will be delivered with the intention to provide an opportunity for students to "reflect-on-practice" by bringing into the class examples of their professional experiences and critically analyzing them for further professional development. This class will consider the theoretical and practice foundations of the complexity of providing a broad spectrum of interventions and social policy solutions in current times. We will cover a number of key theoretical paradigms that relate to this topic, as well as span the breadth of possible entry points of practice – individual/families, groups/communities, policy.

Please note that this course is offered during the first half of the winter term (January 13-February 28) for a 6-week period and occurs prior to SOWK 679.01.

Course Learning Objectives

Following the course, students will be able to:
1. Develop a greater awareness of one's identities, experiences, socialization, and patterned responses to human diversity;
2. Understand how your own views about diversity, oppression and social justice may influence your professional practice as a leader in the human services;
3. Gain knowledge in the various forms of oppression and its impact in the context of social work practice and human services organizations in Canada;
4. Define key concepts and analyze issues related to addressing diversity in organizations;
5. Develop strategies for change in addressing issues related to diversity at the individual, community, and organizational levels.

This course outline is designed to reflect and adhere to the following MSW Program Level Outcomes (PLO) as outlined by the CASWE Core Learning Objectives for Accreditation Standards as well as the Faculty of Social Work, University of Calgary:

1 **Professional Identity**:

1.1. Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
1.2. Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social   locations and identities.
1.3. Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.

2 **Values and Ethics in Professional Practice**:
2.1. Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities   towards vulnerable or disadvantaged groups
2.2. Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.

3 **Promote Human Rights and Social Justice**:
3.1. Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.

4 **Diversity**
4.1. Recognize diversity and identify how difference acts as a crucial and valuable part of living in a   society
4.2. Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations

5 **Critical Thinking in Professional Practice:**
5.1. Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
5.2. Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society
5.3. Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

6 **Research**
6.1. Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.

8 Change
8.3. Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

9 Engage with Individuals, Families, Groups, and Communities Through Professional Practice
9.2. Actively promote empowering and anti-oppressive practice.
9.4. Participate effectively in interprofessional practice, community collaboration, and team work.
9.5. Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

This course outline is also designed to reflect and adhere to the following Specific MSW (Leadership) Program Learning Outcomes:

Leadership & Management: Students will examine and define the role of supervisor and provide leadership and management excellence in a human services organization. In addition, students will apply their knowledge and skills to contribute to the development and effectiveness of the organization within a changing environment.

Organizational Dynamics: Students will critically examine an organization's dynamics including the culture of an organization and apply their knowledge to make the culture conductive to the growth and development of an organization and the staff members.

Diversity within an organization: Students will critically examine the diversity within an organization and will apply their knowledge to facilitate the development of an inclusive organization.

Data-informed/Evidence-based decision making: Students will make leadership and management decisions informed by consultations, the literature and evidenced based data.

Relationship to Other Courses

Diversity and social justice issues form a crucial foundation for our professional mandate and values, and for the MSW program. As such, this course can relate to all other MSW courses, and you are expected to apply knowledge, skills and values learned in other MSW courses.

Required Readings and Viewings

There is no required textbook for this course. As this is a graduate level seminar, students are expected to read through the material in preparation for participating in classroom and online discussions. Students are expected to read at least two of the articles for every topic.

Topic 1: Theories & approaches to power I - Understanding self, the Other and Othering process

Adamowich, T., Kumsa, M. K., Rego, C., Stoddart, J., & Vito, R. (2014). Playing hide-and-seek: Searching for the use of self in reflective social work practice. *Reflective Practice*, 15(2), 131-143. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/14623943.2014.883312

Chambon, A. (2013). Recognizing the Other, understanding the Other: A brief history of social work and otherness. *Nordic Social Work Research*, 3(2), 120-129. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/2156857X.2013.835137

Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. International Social Work, 55(6), 779-793. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0020872811414038

DiAngelo, R. (2006). My class didn't trump my race: Using oppression to face privilege. Multicultural Perspectives, 8(1), 51-56. https://doi-org.ezproxy.lib.ucalgary.ca/10.1207/s15327892mcp0801_9

Kuwee-Kumsa, M. (2008). Social working the dance of Otherness. Canadian Social Work Review, 25(1), 97-106. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41669885

Topic 2: Theories & approaches to power II - Unpacking power relations and operations for social work

Truth and Reconciliation Commission of Canada: Calls to Action: http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Hall, S. (1996). The West & the rest: Discourse and power. In C. A. Maaka & C. Andersen (Eds.), The Indigenous experience: Global perspectives (pp. 201-227). Cambridge: Blackwell Publishing Press.

Midgley, J. (2007). Global inequality, power & unipolar world: Implications for social work. International Social Work, 50(5), 613-626. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0020872807079919

Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. International Sociology, 15(2), 215-232. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0268580900015002005

Walter, M., Taylor, S., & Habibis, D. (2011). How white is social work in Australia? Australian Social Work, 64(1), 6-19. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0312407X.2010.510892

Wehbi, S., Elin, L., & El-Lahib, Y. (2010). Neo-colonial discourse and disability: The case of Canadian international development NGOs. Community Development Journal, 45(4), 404-422. https://academic-oup-com.ezproxy.lib.ucalgary.ca/cdj/article/45/4/404/277639

Topic 3: Theories & approaches to power III – Finding space for resistance and ways of knowing

* Please listen to as many of the following lectures

Tanya Talaga (Author). (2018). *All Our Relations: Finding the Path Forward.* [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-forward-1.4763007

Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First People Child & Family review, 14*(1), 74-87. https://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/95

Anderson-Nathe, B., Gringeri, C., & Wahab, S. (2013). Nurturing "critical hope" in teaching feminist social work research. *Journal of Social Work Education, 49*(2), 277-291. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2013.768477

Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal Peoples and social work. First People Child & Family review, 14(1), 137-152. http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/74

Li, P. S. (2001). The racial subtext of Canada's immigration discourse. *Journal of International Migration and Integration, 2*(1), 77-97.https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/850842774?OpenUrlRefId=info:xri/sid:primo&accountid=9838

Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work: Learning from critical Indigenous approaches. *Australian Social Work, 68*(3), 296-308. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0312407X.2015.1024264

Topics 4: Intersectionalities & interlocking systems of oppression

Bose, C. E. (2012). Intersectionality and global gender inequality. *Gender & Society, 26*(1), 67-72.https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0891243211426722

Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. *Affilia: Journal of Women & Social Work, 24*(1), 44-55.
https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0886109908326814

Jordan-Zachery, J. S. (2007). Am I a Black woman or a woman who is Black? A few thoughts on the meaning of intersectionality. *Politics & Gender, 3*(2), 254-263. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S1743923X07000074

Mattsson, T. (2104). Intersectionality as a useful tool: Anti-oppressive social work & critical reflection. *Affilia: Journal of Women & Social Work, 29*(1), 8-17. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0886109913510659

Westbrook, L. & Schilt, K. (2014). Doing gender, determining gender: Transgender people, gender panics, and the maintenance of the sex/gender/sexuality system. *Gender & Society*, 28 (1), 32 – 57. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0891243213503203

Topic 5: Ethics & ethical tensions - Unpacking social work's roles & responsibilities

Godden, N. J. (2017). The love ethic: A radical theory for social work practice. *Australia Social Work, 70*(4), 405-416. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0312407X.2017.1301506

Gray, M. (2010). Moral sources and emergent ethical theories in social work. *British Journal of Social Work, 40*(6), 1794-1811. https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/40/6/1794/1626642

Guillaume , Y. R. F, Dawson , J. F., Priola, V., Sacramento , C. A., Woods , S. A., Higson, H. E., Budhwar, P. S., & West, M. A. (2014). Managing diversity in organizations: An integrative model and agenda for future research. *European Journal of Work and Organizational Psychology,* 23:5, 783-802, https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/1359432X.2013.805485

Hasenfeld, Y. & Garrow, E.E. (2012). Nonprofit uuman-service organizations, social rights, and advocacy in a neoliberal welfare state. *Social Service Review*, 86, (2), 295-322.   https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/10.1086/666391

Weinberg, M. (2010). The social construction of social work ethics: Politicizing and broadening the lens. *Journal of Progressive Human Services, 21*(1), 32-44. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428231003781774

Topic 6: Social Policies & the Struggles for Inclusion: Who is Left Out?

Chouinard, V., & Crooks, V. A. (2005). 'Because they have all the power and I have none': State restructuring of income and employment supports and disabled women's lives in Ontario, Canada. *Disability & Society, 20*(1), 19-32. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0968759042000283610

DeSantis, G. (2010). Voices for the margins: Policy advocacy and marginalized communities. *Canadian Journal of Non-Profit and Social Economy Research, 1*(1), 23-45. https://anserj.ca/index.php/cjnser/article/view/24

El-Lahib, Y. (2015). The inadmissible "Other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services, 26*(3), 209-228. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2015.1063355

Lombe, M., & Sherraden, M. (2008). Inclusion in the policy process: An agenda for participation of the marginalized. *Journal of Policy Practice, 7*(2-3), 199-213. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=33803364&site=ehost-live

Silva, D. S., Smith, M. J., & Upshur, R. E. G. (2013). Disadvantaging the disadvantaged: When public health policies and practices negatively affect marginalized populations. *Canadian Journal of Public Health, 104*(5), 410-412. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/canajpublheal.104.5.e410

This course is delivered entirely online and it is divided into three learning units that will help guide students through a reflective and reflexive, experiential, and theoretical journey into the class content. The course will use a variety of learning activities, readings and resources including Zoom, online discussion, individual, group activities and assignments such as web links, films to view, and exercises to complete. All activities and assignments will be posted on D2L.

Cramer, E., Ryosho, N., & Nguyen, P. (2012). Using experiential exercises to teach about diversity, oppression and social justice. *Journal of Teaching in Social Work, 32*(1), 1-13.

Date	Time	Topic
January 13 – January 26	Zoom Session 1: Thurs, January 16 6PM-7:30PM	Topic 1: Theories & approaches to power I: Understanding self, the Other and Othering process
	Zoom Session 2: Thurs, January 23 6PM-7:30PM	Topic 2: Theories & approaches to power II: Unpacking power relations and operations for social work
January 27 – February 9	Zoom Session 3: Thurs, January 30 6PM-7:30PM	Topic 3: Theories & approaches to power III – Finding space for resistance and ways of knowing
	Zoom Session 4: Thurs, February 6 6PM-7:30PM	Topic 4: Intersectionalities & interlocking systems of oppression
February 10 – February 28 *Winter Break Week: February 16-22*	Zoom Session 5: Thurs, February 13 6PM-7:30PM	Topic 5: Ethics & ethical tensions - Unpacking social work's roles & responsibilities
	Zoom Session 6: Thurs, February 27 6PM-7:30PM	Topic 6: Social Policies & the Struggles for Inclusion: Who is Left Out?

Assignments

Social Justice Application

The objective of this assignment (broken down into parts) is to reflect on and critically examine injustices that are committed in our circles of influence. The assignment is comprised of the following parts: a reflection and sharing about a social (in)justice, and an application for how social workers might intervene/resist. The Social Justice Application assignment will be completed in stages to offer opportunities for students to engage in individual and collective reflection/feedback.

Assignment 1A: Zoom Session Contributions	
Value	20%
Due Date	Throughout semester
Description	Level of contribution will be noted through engagement with class activities, ability to contribute to zoom discussions, respectful attention to others and willingness to show leadership/initiative. The grades for Zoom Sessions Contributions will be based on the student's ongoing and active participation in the activities of each session. Students will be expected to contribute new insights, content and critique, as well as connections to their field of practice.

Assignment 1B: Starting Point	
Value	20%
Due Date	February 2, 11:59 PM MST
Description	This starting point assignment (5-6 pages double spaced) asks students to identify and name a social injustice they observed and the context in which it occurred (the time injustice was realized, the persons or material objects involved, their positions and roles time). This can range from forms of micro-aggressions (language, attitudes, behaviours), to policies or procedures in organizations/workplaces. The injustice might also be a practice or intervention model or a research activity in which students may have and/or been involved in. Students are advised to identify an injustice in their circle of influence where they can engage in resistance and change. Students have the option to identify their starting point (i.e., social injustice) in a written form (maximum 2 pages), or audio-recorded format (3-4 minutes), or a combination of a visual, such as a picture or a short video (1-2 minutes). In addition, students are expected to engage in the following steps: **Step 1**: Using scholarly literature, students are asked to explain their understanding of the observed injustice, its potential functions and impacts on the persons oppressed by it. Students must also discuss the approach most suitable in addressing the injustice and the reasoning for this chosen approach. **Step 2:** Students will then be asked to describe practical steps they will take to respond or address the identified injustice (time, place, tactics, etc.). Students must also discuss their thoughts and feelings in relation to the action they are choosing to take . This assignment will be submitted and shared on D2L

Assignment 1C: Offering Feedback	
Value	20%
Due Date	February 9, 11:59 PM MST
Description	Each student will review one of their colleagues' work (Assignment 2A) and provide constructive feedback (5-6 pages double spaced) to their colleagues. A reviewer's form will be distributed to students during the introduction of the course.

Assignment 1D: Final Paper	
Value	40%
Due Date	February 28, 11:59 PM MST
Description	Drawing from previous assignments the final assignment asks students to integrate feedback received into a final paper to be submitted to the instructor. The final paper should indicate how the issue was evaluated, the lessons learned, and comments on the actions needed to address the issue. Students must also demonstrate integration

of course content and activities into this final paper (8-10 pages maximum, double-spaced). Some questions to consider:

- Given my colleague's feedback, what would I have done differently?
- Is there anything I should have done differently or need to improve on my social justice action?
- Is there anything I need to follow up on with the concerned person and when?
- What will I be looking for to ensure that the injustice I sought to address has been reduced or dealt with?

Incorporation of related literature – the extent to which reference material is incorporated (at least 10 sources) and relevant to your topic (10%)

Content – the extent to which relevant material is covered by your project, including integration of theory, research and practice, and self-reflection on your own attitudes/thoughts on the topic and relevance to practice (10%)

Concept mastery – the extent to which knowledge, application, critical analysis and evaluation of relevant issues is demonstrated (15%)

Clarity and organization – of the overall project, including writing style, grammar and spelling, and the extent to which APA style is adhered to in the references section (5%)

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 will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Formative evaluation of the course will also occur on an informal basis. Students' feedback, questions or comments are welcome anytime

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**