



<b>Course &amp; Session Number</b>	<b>SOWK 397 S02</b>	<b>Classroom</b>	<b>SA 124A</b>
<b>Course Name</b>	<b>Practice &amp; Evaluation with Communities</b>		
<b>Day(s) &amp; Time</b>	<b>Tuesdays, 1pm - 3:50pm MST</b> <b>Jan 11, 18, &amp; 25 classes will be on-line via zoom. See D2L for zoom session information.</b>		
<b>Instructor</b>	<b>Alison Grittner, PhD(c)</b>	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:alison.grittner@ucalgary.ca">alison.grittner@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>Contact via email</b>

**EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM**

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous strategy](#).

**SYLLABUS STATEMENT**

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

**COURSE DESCRIPTION**

This course centralizes experiential and participatory learning in the exploration and assessment of community practice towards the pursuit of social justice. Grounded in critical self-reflection, an understanding of power and social work ethics, learners will examine theories and strategies of

community practice and social change. Students will have the opportunity to enhance foundational community practice skills such as facilitation, engagement, community assessment, and mobilizing for change through experiential and in-person learning in community partnership with the James House Supportive Housing and Art Hive, operated by McMan Youth, Family and Community Services Association.

### **COURSE LEARNING OUTCOMES**

Upon completion of this course:

1. Learners will enhance their skills in critical self-reflection and personal growth as foundations for community practice;
2. Learners will examine personal and professional ethics related to social work practice with communities;
3. Learners will examine the tensions related to concepts of oppression and anti-oppression and construct an intersectional analysis of power (class, race, gender, abilities, nationality, faiths etc.) as a grounding for social justice practice in communities.
4. Learners will demonstrate their understanding of concepts, principles and models of community organizing including the roles that social workers can play in community organizing and social transformation;
5. Learners will develop demonstrate community organizing skills, including engagement, futures visioning, facilitation, collaborative assessment and evaluation, resourcing, capacity-building, social actions, communication, and democratic leadership approaches;
6. Learners will enhance their ability to locate and understand political, ethical and structural tensions that shape social relations and power dynamics within and between communities.

### **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). Nelson Education.

Specific course readings are outlined in the class schedule. Materials from outside the textbook will be available through D2L.

#### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L 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 complements other practice related courses such as practicum I & II.

<b>CLASS SCHEDULE</b>
-----------------------

<b>Class dates</b>	<b>Topic</b>	<b>Readings</b>
January 11	Introduction and positioning the course	<ul style="list-style-type: none"> <li>• Course textbook, Chapter 1</li> <li>• Arao, B., &amp; Clemens, K. (2013). From safe spaces to brave spaces. In L.M. Landreman (Ed.), <i>The art of effective facilitation: Reflections from social justice educators</i>, (pp. 135-150). Stylus Publishing.</li> <li>• Lorde, A. (2007). Poetry is not a luxury. In Audre Lorde (Ed.), <i>Sister Outsider: Essays and Speeches</i> (pp. 36-39). Crossing Press.</li> </ul>
January 18	Theories of Community Practice  <i>Fieldwork Activity 1 Due: Self Portrait Box</i>	<ul style="list-style-type: none"> <li>• Course textbook, Chapter 2, Chapter 3</li> <li>• Davis, A. (2016). <i>Freedom is a constant Struggle: Ferguson, Palestine, and the foundations of a movement</i>. Haymarket Books. (Chapter 1: Progressive Struggles Against Insidious Capitalist Individualism)</li> </ul>
January 25	Power Dynamics in Community Practice	<ul style="list-style-type: none"> <li>• Course Textbook, Chapters 5</li> <li>• Fisher-Borne, M., Cain, J.M., &amp; Martin, S.L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. <i>Social Work Education</i>, 34(2), 165-181, DOI: 10.1080/02615479.2014.977244</li> <li>• Wehbi, S. (2017). Disability rights and justice activism: Lessons for anti-oppressive community organizing. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Social justice social work</i> (pp. 137-152).</li> </ul>
February 1	Community Practice Across Differences  <i>Fieldwork Activity 2 Due: Sensing the Land</i>	<ul style="list-style-type: none"> <li>• Course Textbook, Chapters 6</li> <li>• Cahill, C. &amp; Bradley, M. (2011). Documenting (In)justice: Community-based participatory research and video. In S. Sutton and S. Kemp (Eds.), <i>The paradox of urban space: Inequality and transformation in marginalized communities</i> (pp. 223-239). Springer.</li> <li>• Checkoway, B. (2011). Community development, social diversity, and the new metropolis. <i>Community Development Journal</i>, 46(suppl_2), ii5-ii14.</li> </ul>
February 8	Community Practice: Spatial Justice	<ul style="list-style-type: none"> <li>• AlJazeera. (2014, August 19). Guerilla Architect [Video]. AlJazeera. <a href="https://www.aljazeera.com/program/rebel-architecture/2014/8/19/guerrilla-architect/">https://www.aljazeera.com/program/rebel-architecture/2014/8/19/guerrilla-architect/</a></li> </ul>

		<ul style="list-style-type: none"> <li>• Low, S. (2017). <i>Spatializing culture: The ethnography of space and place</i>. Routledge. [Chapter 3: The Social Production of Space]</li> <li>• Soja, E. (2011). <i>Seeking spatial justice</i>. University of Minnesota Press. [Chapter 3: Building a Spatial Theory of Justice]</li> </ul>
February 15	<p>Community Practice: Neighbourhood Contexts</p> <p><i>Fieldwork Activity 3 Due: Photo-Documenting Community Power and Identity</i></p>	<ul style="list-style-type: none"> <li>• Course textbook, chapter 13</li> <li>• Belanger, Y., Dekruyf, K. A., Moncrieff, A., &amp; Kazakoff, T. (2019). <i>The urban Indigenous housing experience of NIMBY-ism in Calgary, Alberta</i>. Social Sciences and Humanities Research Council of Canada: Calgary, AB, Canada.</li> <li>• Ramage, K., Bell, M., Zaretsky, L., Lee, L., &amp; Milaney, K. (2021). Is the right to housing being realized in Canada? Learning from the experiences of tenants in affordable housing units in a large Canadian city. <i>Societies</i>, 11(2), 53.</li> </ul>
Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022		
March 1	<p>Community Practice: Placemaking</p> <p><i>Fieldwork Activity 4: Art-Making &amp; Community Workshops @ James House/Art-Hive Sign-up One of Four Workshops</i></p>	<ul style="list-style-type: none"> <li>• Courage, C. (2013). The global phenomenon of tactical urbanism as an indicator of new forms of citizenship. <i>Engage in the Visual Arts</i>, 32(1), 88- 97.</li> <li>• Lewis, L., McLeod, H., &amp; Li, X. (2020). Art hive: A relational framework for social change. In M. Carter, C. Mitchell &amp; H. Mreiwed (Eds.), <i>Art as an agent for social change</i> (pp. 35-43). Brill.</li> <li>• Sutton, S. &amp; Kemp, S. (2011). Place: A site of collective and personal transformation. In S. Sutton &amp; S. Kemp (Eds.), <i>The paradox of urban space: Inequality and transformation in marginalized communities</i> (pp. 113-134). Palgrave Macmillan.</li> </ul>
March 8	<p>Community Practice: Ethics</p> <p><i>Fieldwork Activity 4: Art-Making &amp; Community Workshops @ James House/Art-Hive Sign-up One of Four Workshops</i></p>	<ul style="list-style-type: none"> <li>• Course Textbook, Chapter 4</li> <li>• Vachhani, S. J., &amp; Pullen, A. (2019). Ethics, politics, and feminist organizing: Writing feminist infrapolitics and affective solidarity into everyday sexism. <i>Human Relations</i>, 72(1), 23-47.</li> <li>• Hardina, D. (2004). Guidelines for ethical practice in community organizations. <i>Social Work</i>, 49(4), 595-604.</li> </ul>
March 15	<p>Taking Action P.1</p> <p>Community Action Planning and</p>	<ul style="list-style-type: none"> <li>• Course Textbook, Chapter 10.</li> <li>• Sitter, K. C., &amp; Curnew, A. H. (2016). The application of social media in social work community practice. <i>Social Work Education</i>, 35(3), 271-283.</li> </ul>

	Organization Workshop	<ul style="list-style-type: none"> <li>Reshetnikov, A., Bogumil, E., Capous-Desyllas, M., &amp; Lara, P. (2018). From visual maps to installation art: Visualizing client pathways to social services in Los Angeles. In M. Capous-Desyllas &amp; K. Morgaine (Eds.), <i>Creating social change through creativity</i> (pp. 209-226). Palgrave Macmillan.</li> </ul>
March 22	Current social movements: Black Lives Matter and Anti-Racist movements  <i>Final Fieldwork Journal Due in D2L Dropbox 11:59PM MST</i>	<ul style="list-style-type: none"> <li>Imoh, C. (2020). How the failure of multiculturalism led to the rise of Black Lives Matter. Retrieved from <a href="https://theconversation.com/how-the-failure-of-multiculturalism-led-to-the-rise-of-black-lives-matter-144463">https://theconversation.com/how-the-failure-of-multiculturalism-led-to-the-rise-of-black-lives-matter-144463</a></li> <li>Maynard, R. (2017). Devaluing Black life, demonizing Black bodies: Anti-Blackness from slavery to segregation. In <i>Policing Black lives in Canada: State violence in Canada from slavery to the present.</i> (pp 17-49). Fernwood Publishing.</li> </ul>
March 29	Current social movements: Land-Back & Indigenous Futures	<ul style="list-style-type: none"> <li>Métis in Space. (2020). Back 2 the Land: 2Land 2Furious. <i>Briarpatch</i>. <a href="https://briarpatchmagazine.com/articles/view/back-2-the-land-2land-2furious">https://briarpatchmagazine.com/articles/view/back-2-the-land-2land-2furious</a></li> <li>Tuck, E., &amp; Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education &amp; Society, 1(1)</i>, 1-40.</li> <li>Unist'ot'en. (2020). Invasion (Video). Retrieved from <a href="https://unistoten.camp/media/invasion/">https://unistoten.camp/media/invasion/</a></li> <li>Yesno, R. &amp; Lopez, X.M. (2020). Four case studies of land back in action. <i>Briarpatch</i>. <a href="https://briarpatchmagazine.com/articles/view/four-case-studies-land-back-in-action">https://briarpatchmagazine.com/articles/view/four-case-studies-land-back-in-action</a></li> </ul>
April 5	Current social movements: MeToo and Fat Acceptance Movements	<ul style="list-style-type: none"> <li>Ahmed, A. (2017). <i>Living A feminist life</i>. Duke University Press. [Conclusion 2: A Killjoy Manifesto]</li> <li>Friedman, M. (2012). Fat is a social work issue: Fat bodies, moral regulation, and the history of social work. <i>Intersectionalities: A Global Journal of Social Work Analysis, Research, Policy, and Practice, 1</i>, 53-69.</li> <li>Unsettled: Mapping MeToo. <i>Episode 1: Tarana Burke talks about the movement she started</i>. [Audio Podcast]</li> </ul>
April 12	Taking Action P.2  Community Action/Mobilization Event at James House/Art Hive	<ul style="list-style-type: none"> <li>Course Textbook, Chapter 12.</li> <li>Wright, K., Sayani, S., Zammit, A., &amp; George, P. (2010). Envisioning structural social work practice: The case of the youth collaborative. In S. Hick, H. Peters, T. Corner, &amp; T. London, T. (Eds.), <i>Structural social work in action: Examples from practice</i>, (pp. 173-190). Canadian Scholars' Press.</li> </ul>

April 14	Course Engagement Portfolio Due in D2L Dropbox by 11:59PM MST	
April 19	Community Action Implementation Due in the community & D2L Dropbox by 11:59PM MST	

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

**ASSESSMENT COMPONENTS**

**Assignment 1: Course Engagement (20%)** – Due April 14<sup>th</sup> 11:59PM MST via D2L Dropbox  
Aligned Course Learning Outcomes: 1 & 2

Assignment Description:

Community practice is based on working in relationship with others; engagement with your learning community throughout the course is a key element.

Students are expected to attend and participate in class sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. Students must come to class having read the materials for the week and be prepared to apply their knowledge.

Assessment Criteria:

As part of each class, you will contribute one personal learning artifact to your individual Miro board (miro.com); your board will only be accessible to you and me (Alison).

Learning artifacts and Miro processes will be discussed and workshopped in our first class. At the end of the course, you will submit your Miro board as an engagement portfolio (curated as you determine) accompanied by:

- 1) an approximately 500-word critical reflection concerning your engagement throughout the course, and
- 2) a self-grade for your course engagement.

Notes:

- Students may have one missed class/learning artifact throughout the course without explanation.
- The instructor holds the final determination of grades.

**Assignment 2: Community Fieldwork (40%)** – Due In class: January 18<sup>th</sup>; February 1<sup>st</sup>; February 15<sup>th</sup>; and March 15<sup>th</sup>

Aligned Course Learning Outcomes: 3, 5, & 6

Assignment Description:

Experiential Fieldwork Activities will be completed independently and are due in class on the days indicated, where they will be workshopped and discussed.

*Fieldwork Activity 1 Self Portrait Identity Box* [10%] **Due January 18<sup>th</sup> in class**

- Create a self-portrait identity box consisting of 9 elements from your home and proximal community environment that critically reflect your identity in relationship to community. Full activity details will be provided on D2L.

*Fieldwork Activity 2 Due: Sensing the Land* [10%] **Due February 1<sup>st</sup> in class.**

- Perform, document, and reflect on a guided embodied reflection of a community place in relationship to Indigenous territory. Full activity details will be provided on D2L.

*Fieldwork Activity 3: Photo-Documenting Community Power and Identity* [10%] **Due February 15<sup>th</sup> in class**

- Conduct a walking/rolling tour of the James House/Art-Hive community context and photo-document community elements related to socio-cultural power and identity. Full activity details will be provided on D2L.

*Fieldwork Activity 4: Community Arts Workshop and Interview* [10%]

**Due March 15<sup>th</sup> in class**

- Participate in a James House/Art Hive art-making workshop and conduct a one-on-one arts-based community conversation with another workshop participant. Students will sign-up for one of four workshops times during the weeks of March 1st and March 8th. Full activity details will be provided on D2L.

Assessment Criteria:

For each fieldwork activity: Implementation of Community Skills (integration of course concepts within fieldwork) (/4); Critical and Active Engagement (situation of self and power in experiential relationship to community) (/4); and Presentation (concise, sharply focused, & coherent (/2). Full rubric will be provided on D2L.

**Assignment 3: Integrated Fieldwork Journal (15%)** – Due March 22nd 11:59PM MST via D2L Dropbox

Aligned Course Learning Outcomes: 3, 5, & 6

Assignment Description:

Your fieldwork journal will tell the story of your four experiential fieldwork activities and articulate your emerging personal relationship to community practice. Within your fieldwork journal you will connect theories, current context, practice approaches and aspirations for social change through the lens of your fieldwork. The specific format of your fieldwork journal is your decision.

Assessment Criteria:

Power of Presentation (level of incisiveness, concision, coherence, and storytelling) (/5); Mastery of Content (integration of course concepts) (/5); and Critical Reflection (situation of self, critical thinking, and development of vision/action) (/5). Full rubric will be provided on D2L.

**Assignment 4: Community Action (25%)** – Due April 19th 11:59PM MST in the Community & D2L Dropbox

Aligned Course Learning Outcomes: 4 & 6

Assignment Description:

Students will organize and work as a group to engage and mobilize art-based community building and knowledge. As a collaborative, students will analyze, plan, and execute a piece of community-based social action in partnership with the James House/Art Hive.

The specific form of action will emerge through the community-practice learnings, James House/Art Hive arts-based evaluation, and course fieldwork, but is expected to take the form of a piece of community storytelling, public art installation, and/or community event.

Assessment Criteria:

Community Organization and Implementation of Action (20%) and Individual Assessment of Contributions (5%). Grading criteria will be discussed further in class and assessment template will be posted on D2L.

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend class and actively engage in both the classes and community engagement activities. Please contact the instructor if you are required to miss more than one class across the semester to ensure your class engagement is not significantly compromised.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. 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 at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

**EXPECTATIONS FOR WRITING**

Any written 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 7<sup>th</sup> edition



format. If you need writing support, please connect with the Student Success Centre, at:  
<https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this 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. This grading system overrides the grading system in D2L.

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 actively encouraged to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

Any additional readings will be available on D2L.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary 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/](http://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 who use materials protected by copyright are expected to comply with 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

## **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

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

## **SEXUAL AND GENDER-BASED VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual 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/university-policies-procedures/sexual-and-gender-based-violence-policy>

## **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