



<b>Course &amp; Session Number</b>	<b>SOWK 743 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Theory, History and Philosophy: Values, Ethics and Professional Beliefs</b>		
<b>Day(s) &amp; Time</b>	Zoom Sessions Mondays 1 – 3:50PM		
<b>Instructor</b>	<b>Dorothy Eleanor Badry:</b>	<b>Office Hours</b>	By appointment
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#### **SYLLABUS STATEMENT**

An exploration of the philosophical and ideological issues that have been historically important to the profession with respect to its conception of ethics, mandate and practices. The relevance of this exploration to the student's area of interest is emphasized.

#### **COURSE DESCRIPTION**

This course will provide students with an opportunity to examine the philosophical, epistemological, theoretical and ethical foundations of social work knowledge base. Starting from key theoretical paradigms, students will have a chance to interrogate social work's value systems and examine theories of morality as they shape the professions understanding of social problems and how they can be addressed. Using key moments in the history of the profession, the course seeks to help students trace back the evolution of the profession and the key shifts that took place to shape its historical and contemporary approaches to practice. As such, the course will be an opportunity to interrogate power, examine power dynamics and relations as they shape social problems and question the oppressive social structures and systems that maintain power imbalance and shape the marginalization experiences of social groups. In this course, we will attempt to decenter dominant knowledge and practice modalities as a way of centering historically marginalized voices and knowledge bases. Students are encouraged to be independent learners and bring forward their own understanding and analysis of the theories and perspectives discussed in class. Classes will use various engagement modalities and students are encouraged to collectively facilitate an engaging and intellectually stimulating learning environment where knowledge mobilization activities can take different shapes and formats. In addition, students are invited to be creative and actively participate in the creating and facilitation of an inspiring and thought-provoking shared learning space.

This course will take place **online** via Desire2Learn (D2L) and Zoom. As this is a doctoral seminar the course will be held weekly for three hours. One hour of each class will be dedicated to the course textbook. In the first class a discussion will take place as to how to best utilize the 39 hours scheduled for this course with the potential based on student request and authorization from the Faculty of Social Work to engage in some face-to-face sessions at the request of students in the program. We can utilize a partial blended learning approach as not all students are physically located in Calgary. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity.

### **COURSE LEARNING OUTCOMES**

This course will focus on helping students integrate theory and practice and develop sophisticated understanding of social work's philosophical, epistemological and theoretical knowledge base and value systems that shape historical and contemporary trends in the profession as they relate to students' own areas of focus. Upon completion of the course, students will be able to:

1. Develop critical understanding of key theoretical frameworks as they shape power dynamics, structures and relations.
2. Engage with a critical examination of their own knowledge base as they shape their own understanding of their areas of research focus
3. Interrogate dominant discourses and knowledges that shape social work's understanding of social problems and bring forward alternative knowledge bases and discourse that value lived experiences and voices
4. Develop knowledge and skills to interrogate oppressive power dynamics, relations and systems that facilitate oppression and marginalization and acquire knowledge and skills to resist and dismantle them
5. Apply critical practice knowledge and skills for working with diverse and marginalized social groups
6. Develop knowledge and critical analytic skills to understand and apply various emancipatory theories and approaches such as intersectionality, critical race theories, critical disability theories, queer theories, and so forth.
7. Develop professional identity and explain how it is consistent with the social justice mission of social work; and also, how it is reflective of and adheres to the profession's Codes of Ethics
8. To describe awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation.

### **LEARNING RESOURCES**

#### **REQUIRED TEXTBOOKS AND/OR READINGS**

Clark, A. & Sousa, B. (2018). How to be a happy academic. Sage Publications. (Purchase online)

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains all relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

- Use APA (7<sup>th</sup> edition) formatting for citations  
([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html))
- The required readings will be linked in the course site via Leganto

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

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

### **RELATIONSHIP TO OTHER COURSES**

History and theory are foundational issues. Work accomplished for this course should provide a deepened understanding of the issues addressed in other doctoral courses (and the student's independent research).

### **CLASS SCHEDULE**

#### **All Readings on the D2L Site**

January 10	Class 1 : Introduction, Positioning the Course & Overview Complete required sign-up sheets for presentations Introduction to the Happy Academic course text
Readings:	No readings required
January 17	Class 2: Theoretical Foundations I- Theories & Approaches to Power- Understanding the Other & Othering Process
January 24	Class 3: Theoretical Foundations II- Unpacking Power Relations & Operation in Social Work
January 31	Class 4: Theoretical Foundations III: Modes & Operation of Power & Discourse
February 7	Class 5: Unsettling Current Realities in Social Work: Indigenous Ways of Knowing & Contemporary Philosophical & Theoretical Challenges
February 14	Class 6: Ethics & Moralities in Social work
February 21	Reading Week-NO CLASS

February 28 Readings:	Class 7: Key Paradigm Shifts I: Postmodern & Post structural Social Work
March 7	Class 8: Key Paradigm Shifts II: Social Constructionism & Postcolonial Social Work
March 15	Class 9: Critical Theories of Difference I: Intersectionality, Feminism & Feminist Thinking
March 22	Class 10: Critical Theories of Difference II: Marxism, Whiteness & Critical Race Theory
March 29	Class 11: Critical Theories of Difference III: Critical Disability Theories & Queer Theory
April 4	Class 12: Anti-Oppression, Social Justice & Social work: Tensions & Possibilities
April 11	Class 13: Course Wrap up & Moving Forward

### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

#### **EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed 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 systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, 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 into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

#### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Please note that all class sessions consist of online synchronous and asynchronous components for group work and any necessary support for student.

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials.

Zoom will be used for all synchronous classes. Zoom and/or D2L will be used for asynchronous sessions. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access, a camera, and headphones/earbuds.

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.

Due to the sensitive nature of this course and the type of conversations we will have in this class, **no sessions will be recorded** and students who miss class for various reasons, can make arrangements with

the instructor and/or any of their classmates to catch up on missed material.

In addition, students are expected to use computers to sign in to class and adhere to online protocols in professional manners. This includes signing into class from a private and quiet place with no background noise or disruptive sounds (as best as you are able) which will allow you to be fully present and engaged in Zoom sessions. **Cameras are expected to be turned on all the time**, unless necessary to preserve confidentiality or privacy. This is a seminar class and students' active participation in class discussions is expected at all times.

Considering the nature of this seminar, there is an emphasis on students' output in class and collaborative spaces of engaged learning. It is up to your instructor to share their slides or not on D2L.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

Due to the nature of the course and the sensitive material that will be discussed in class, **NO recording** of the online Zoom class sessions will take place during this course. Any un-authorized recording of the session via zoom or personal recording tools is not permitted and will result in non-academic misconduct and breach of confidentiality of class.

Students are encouraged to email or communicate on D2L with the instructor throughout the seminar. Please note that email communication is a form of professional communication and reflects a culture of respect and professional mannerism. **Students are expected to adhere** to professional codes of conduct when communicating via email with their peers and instructors. As per the University of Calgary policy, all communication with the instructor ***must be done through the U of C email address***, and the instructor maintains the rights ***not to*** respond to communications through personal email addresses. Please allow up to **48 hours** for response time to your email communications.

<b>ASSESSMENT COMPONENTS</b>
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**All assignments must be submitted in D2L and must be in Word Format – pdf files are not acceptable.**

**Critical Response Paper: 20%.....Due: February 28, 2022**

In this paper, students are encouraged to build on the theories and knowledge learned throughout the term to develop their own theoretical analysis. Specifically, using concepts from our course readings and class discussions students are expected to develop a response paper to issues and arguments presented by readings of your choice from the course assigned or additional readings. You are encouraged to choose an article (or a few articles that speak to the same themes or advance the complimentary arguments) and prepare a critical, in-depth response to the readings you choose. Please note that this is not a summary of the readings, and your response should offer a theoretical, conceptual and critical response to the readings you choose. In addition, students are encouraged to demonstrate sophisticated theoretical and epistemological rationale for their response and ground their arguments in relevant bodies of scholarship.

Key questions to guide the development of student's response could focus on how the issues they examine are conceptualized and theorized? How do these concepts and theories relate to or differ from relevant social work knowledge base? What are the key contributions of the arguments advanced, key

strengths and weakness and well as the relevance of the arguments that are responding to social work theories, practice, research and so forth? How are issues of social justice and transformation as they relate to social work presented, defined and interrogated in the readings? How does the authors' arguments relate to or not to the social justice mission and vision of social work? How would you suggest a re-writing of the key ideas and arguments advanced by the author as they relate to advancing resistance, social justice and transformation? Students are encouraged to go in depth of the theoretical foundations guiding their understanding of the analysed publication and their response to the arguments advanced. Grading criteria is based on the depth and quality of the response presented; quality of the arguments advanced and the way they are grounded in relevant bodies of scholarship; rational presented and their relevance to the issues examined; originality of the ideas presented and the coherence of their rational; structure and organization of the writing style; quality of communication and presentation of the arguments advanced including grammar, clarity, and proper referencing style. The paper should be 5-7 pages long maximum, double spaced, 12 points Times New Roman font, properly sourced using the 7<sup>th</sup> edition of the APA referencing style. The paper is due on the first day of class after Winter reading week, **February 28, 2022.**

**Tracing Your Own Research Genealogy: 20%.....Due: Please Sign Up (Schedule to be determined in first class)**

In this assignment, students are to choose a week where they informally engage the class with a process of tracing their own genealogy as researchers and knowledge mobilizers. The idea behind this exercise is to help students explore and interrogate the foundations of their own identities as researchers and knowledge mobilizers within a transformative form of social work research. Students are encouraged to discuss key moments that influenced their perceptions of themselves as social work researchers, discuss key authors who influenced and shaped their thinking and how they can relate to these authors' work theoretically and epistemologically, and guide the class through their own journey to becoming researchers and social work knowledge mobilizers. The focus of this assignment is intended to help students delve deeper into their own process and less worry about performativity of presenting their genealogy. Students can use artifacts, symbols and metaphors that capture the complexities, nuances and their own personal journeys as researchers and social workers. In addition, students are encouraged to use this genealogy tracing as a foundation to help them identify their own theoretical framework and establish the theoretical foundations of their final paper. Students are also encouraged to present where they currently stand in their own theoretical development and share the challenges, opportunities and limitations that they feel impacts or influence on their own theoretical conceptualization as they relate to their own doctoral research. This is an opportunity for student to present their theoretical framework and receive collegial feedback from their classmates and the instructors on how to strengthen and nuance the theories guiding their doctoral research. This is a participation assignment and students everybody is encouraged to choose the way that best help them situate their doctoral work theoretically and epistemologically. This assignment is meant to encourage co-construction of knowledge and help create a space of collegiality and co-learning and students will receive the full grade upon completion of their genealogy.

**Critical Essay: Theoretical & practice Frameworks: 40%.....Due: April 11, 2022**

In this final assignment, students are to write a theoretical paper where they build on the theories and knowledge learned throughout the term to develop their own theoretical and practice frameworks. Students are encouraged to align this work with some relevance to their research focus in the doctoral program. Specifically, using concepts from our course readings and class discussions related to the various paradigms, epistemologies and theories we discussed in class, students are expected to apply their own understanding of these concepts to develop the foundation of their own doctoral research

and establish key epistemological and theoretical basis for their future research programs. Students can use examples from past field placements, past/present social work practice, a form of political engagement or an example of social activism they are involved with to present a critical incident/event where they witnessed or faced injustice as they relate to marginalized social groups. These (in)justice or critical incident/events are to be examined and interrogated to help students develop their theoretical approaches understanding and to addressing such events. Specifically, students are encouraged to use scholarly literature to explain their understanding of the critical events/incidents they witnessed or faced and discuss the potential impacts on those affected by such events. Students must move away from rhetorical discussion of marginalization and oppression and concretely engage in a sound and comprehensive theoretical analysis of the issues they examine. In addition, students are expected to ground their discussion within relevant theoretical frameworks as they unpack the events/incidents they examine and discuss how they choose to address them and provide a sound rationale of their theoretical approaches relevant to their doctoral research.

The focus of this assignment is to engage in an analysis of power dynamics of the issue examined and discuss how they shape interactions within and between diverse social groups as they relate to student's own doctoral research focus. It is also important to highlight methods and strategies of resistance and how they can shape social work theories, practice and knowledge base, especially when addressing issues related to social justice and transformation as they relate to marginalized and oppressed social groups, as relevant to their doctoral work. Students might consider the potential risks, challenges, and opportunities for transformation when connecting their theoretical approaches to practice as they relate to the incident/events they presented. 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 as well as their critical reflection of their role as a social worker engaged in addressing the issues discussed. Examples of your reflections should include your thoughts on the challenges, opportunities as well as the ethical and professional tensions and considerations that shape your interventions and inform your practice.

This assignment is intended to help students develop a solid theoretical understanding of their research focus, and as such, they are encouraged to relate their papers to their own doctoral research focus. Papers will be graded based on integration of course readings and classroom content, critical analysis, originality of ideas, abilities to apply theories into practice, APA mechanics, organization and clarity. In addition, papers will be graded based on students' abilities to ground their discussion and analysis of relevant bodies of scholarship (outside sources) as well as their abilities to critically apply concepts and theories in a deep, sound and scholarly ways beyond descriptive discussions of these concepts. Grading criteria also include clarity of ideas discussed, originality and reflective approaches to the ideas examined. More details about this assignment, expectations and grading criteria will be discussed in class. The paper should be **12-15** pages long maximum, double spaced, 12 points, properly sourced using APA 7<sup>th</sup> edition referencing style. The paper is due by **April 11<sup>th</sup>, 2022** and should be submitted through D2L.

**Academic Survival Skills – 20%%.....Due: April 4, 2022**

Each week in class a section of the book *How to be a happy Academic* by Alexander Clark & Bailey Sousa (2018) will be reviewed and discussed. Students will be responsible for picking one chapter that they want to lead a discussion for an hour. A sign-up sheet will be provided in the first class. The discussion will include a high-level overview of the chapter, a brief exercise for all students to engage with and a debriefing conversation. Topics include, values in academic work, success and its indicators, doing the right things: effectiveness, priorities and strategy, human work and self-work, learning: success, failure and the growth mindset, influence: persuasion and connection, academic writing, developing better

habits and systems for everyday tasks. At some point over the term each student will complete the Values Inventory (Appendix 1) with instructions, and everyone is expected to purchase a copy of this book. We will work through a number of the exercises in the book over the term. Please see the website, The Effective Successful Happy Academic: <https://happyacademic.com/>

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations as well as follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement.
- Students are expected to work together on their group projects and assignments are to be submitted on time.
- Make up assignments are subject to the discretion of the instructor of the section, and it is the students' responsibilities to make any necessary arrangements with their instructor for any missed assignment

### GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please note that throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria. Please note the following requirements for all assignments:

- Please submit all assignments electronically through their respective dropbox in D2L.
- Assignments are to be submitted **ONLY** in word format
- Assignments should have a file name as follows: "Full Name- Assignment Title" (e.g., Jane Smith-Theoretical & Practice Framework Assignment).
- 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.
- Students are responsible for attaching the appropriate file to the dropbox folder and the instructor holds the right to accept or reject wrongly attached files that do not match assignment requirements.

### LATE ASSIGNMENTS

- Assignments and papers are to be submitted on time, absolutely ***NO extensions***, unless legitimate reasons are provided.
- Late assignments will be accepted **only** in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be ***downgraded by 2%*** of the assignment grade ***per day*** including weekends, holidays and study weekdays.
- There is a ***seven-day*** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

### EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.



- 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.
- All submitted work **must follow proper APA format within the text and in the reference list** Failure to do so will result in significant deduction of grades.
- 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**

- Recommended: “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. This grading system overrides the grading system in D2L.

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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. Students are welcome to discuss the process and content of the course at any time with the instructor.

**ADDITIONAL SUGGESTED READINGS**

All suggested readings will be in the D2L site.

**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