Winter 2023

Course & Session Number	**SOWK 302 L04**	**Classroom**	Online
Course Name	Research in Context Theme Course		
Dates and Time	Start of Classes: January 10, 2023 End of Classes: April 11, 2023 Dates and Time: Synchronous Zoom Sessions, Tuesdays, 6:00 PM to 8:00 PM MST: January 10, 17, 24; February 7, 14; March 7, 21, 28; April 11 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Sheliza Ladhani	**Office Hours**	As requested
UCalgary E-mail	sheliza.ladhani@ucalgary.ca	**UCalgary Phone**	Email only

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization, the work of the faculty's Anti-Black Racism Task Force, and the university's Indigenous Strategy.

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[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

SYLLABUS STATEMENT

An introduction to knowledge generation relevant to generalist social work practice. Foundational concepts and approaches of various research methodologies will be introduced as ways of knowledge building to inform practice and influence policy, particularly within rural, remote and Indigenous contexts. Course Hours: 6 units; (6-0)

COURSE DESCRIPTION

In this course, together we will explore and consider our multiple and diverse relationships to knowledge and knowing in relation to research. We will move through various orientations to knowledge and research, attending to the ethics, politics, and implications associated with our chosen methodological approaches. Through this emergent process, we will be invited to consider multiple sources and forms of knowledge creation, sense-making, and actionable across eight modules. We will turn towards materials often and less often engaged including assigned readings, podcasts, art, story, videos, and lectures. Our hope for this course is to create openings into ethical and relational approaches to research, through cultivating a space of and for collective learning.

This course will take place online via Desire2Learn (D2L) and Zoom. To support your learning journey, students are invited to engage with the various asynchronous activities and materials accessed through D2L and synchronous Zoom sessions. There will be 9 synchronous Zoom sessions throughout the term which are detailed in the course schedule below.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Generate an understanding of the basic concepts and vocabulary involved in research;
2. Demonstrate an emerging understanding of various knowledge-building paradigms, particularly positivism/post-positivism, critical, Indigenous ways of knowing, pragmatism, and participatory inquiry.
3. Identify and explore solutions to the ethical issues and challenges in social work research;
4. Develop and articulate critical understanding of the contexts and values in shaping social work research.
5. Describe contextually relevant research methodologies.
6. Apply social work research knowledge and explore a variety of knowledge generation methods to advance professional practice, policy development, research, and service provision.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required for this course. Students are expected to read through the material in preparation of participating in class discussions. A list of additional recommended readings will be shared on D2L, and students are encouraged to access this list and utilize them in their class engagement and assignments. They are more than welcome to read and integrate the recommended readings to their assignments and class discussions. The readings are accessible through library.ucalgary.ca

Ahmed, S. (2013, September 11). Making feminist points. *feministkilljoys.* https://feministkilljoys.com/2013/09/11/making-feminist-points/

Allemang, B., Sitter, K., & Dimitropoulos, G. (2022). Pragmatism as a paradigm for patient-oriented research. *Health Expectations*, *25*(1), 38-47.

Biennale Arte (2022, June 11). Meetings on art: What could a vessel be? https://www.youtube.com/watch?v=4BYPvgRJGQg

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications. [Chapter 7: Research Questions and Hypotheses]

Denzin, N. (2017). The elephant in the room: Or extending the conversation about the politics of evidence. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, 5th ed. (pp. 839-853). Thousand Oaks, CA: Sage.

Heron, J., & Reason, P. (1997). A participatory inquiry paradigm. *Qualitative Inquiry, 3*(3), 274-294

Jacobs, D. T. (2008). *The authentic dissertation: Alternative ways of knowing, research, and representation*. Routledge.

Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for social work research. *Social Sciences, 8*(9), 255.

Kimmerer, R. W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teaching of plants*. Milkweed Editions

Limes-Taylor Henderson, K. & Esposito, J. (2019). Using others in the nicest way possible: On colonial and academic practice(s), and an ethic of humility. *Qualitative Inquiry, 25*(9), 876-889.

Lorde, A. (1984/2007). *Sister outsider: Essays and speeches*. The Crossing Press. [Chapter: Poetry is not a Luxury]

Makokis, L., Bodor, R., Tyler, S., McLellan, A., Veldhuisen, A., Kopp, K., McLeod, S. & Goulet, S. (2020). iyiniw tapwewin ekwa kiskeyihtamowin. In L. Makokis, R. Bodor, A. Calhoun, & S. Tyler. (Eds.). *opihkinawâsowin: Growing a child: Implementing Indigenous ways of knowing with Indigenous families* (pp. 13-42). Fernwood Publishing.

Martin, K. (2016). The hunting and harvesting of Inuit literature. In D. Reder & L. M. Morra (Eds.) *Learn, Teach, Challenge: Approaching Indigenous Literatures* (pp. 445-458). Wilfrid Laurier University Press.

Shange, S. (2022). Citation as ceremony: #SayHerName, #CiteBlackWomen, and the practice of reparative enunciation. *Cultural Anthropology, 37*(2), 191–198.

Sitter, K. C., & Grittner, A. L. (2021). When participatory approaches are inaccessible: A movement toward research engagement through multi-sensory storytelling. In *Centering Diverse Bodyminds in Critical Qualitative Inquiry* (pp. 37-48). Routledge.

Smith, L. T. (2012). *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed.). Zed Books.

Toliver, S. R. (2021). *Recovering Black storytelling in qualitative research: Endarkened storywork*. Routledge.

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review 79*(3): 409–428.

Tuck, E., & McKenzie, M. (2014). *Place in research: Theory, methodology, and methods*. Routledge. [Chapter 4: Methodologies of Critical Place Theory]

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Fernwood.

Wilson, S., & Hughes, M. (2019). Why research is reconciliation. In S. Wilson, A. V. Breen, & L. DuPré (Eds.) *Research and reconciliation* (pp. 5-19). Canadian Scholars.

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

SOWK 302 is one of the four foundation theme courses in the BSW Learning Circles Program. There are no pre-requisites required for this course. It is usually completed concurrently with Social Work 303: Practice with Individuals in Context.

CLASS SCHEDULE

As a VLC course, SOWK 302 requires students to engage with modules that contain asynchronous (education at the student's pace) and synchronous (education in real-time; i.e., live Zoom sessions) learning activities with the aim of promoting inquiry-based learning and dialogues with instructors and co-learners. The inquiry-based learning approach honours students' diverse ways of knowing, as well as their abilities to reflect on their lived experiences, to generate knowledge, and to critically reflect on social work research. Following a brief orientation, students will progress through eight modules.

Important Dates for Winter 2023
- o Start of Term: Tuesday, January 3, 2023
- o End of Term: Friday, April 28, 2023
- o Fee Deadline: Friday, January 27, 2023
- o Alberta Family Day, no classes: Monday, February 20, 2023
- o Good Friday, no classes: Friday, April 7, 2023
- o Easter Monday, no classes: Monday, April 10, 2023
- o Term Break: Sunday, February 19 – Saturday, February 25, 2023

Dates	Topic/Module/Required Readings	Synchronous Zoom Session	Assignment Due Dates
January 10	Introduction(s) and Orientation	January 10	
January 11-23	Module 1: Worldviews & Research Paradigms • Denzin (2017). • Smith (2012) Ch 2: Research through imperial eyes • Tuck & McKenzie (2014) • Wilson & Hughes (2019) Why research is reconciliation	January 17	
January 24-February 3	Module 2: Research Ethics & Ethical Relations • Kimmerer (2013) [Gift of strawberries] • Tuck (2009) • Limes-Taylor Henderson & Esposito (2019) • Godley Podcast (2021)	January 24	Assignment 1 due Jan 24th Assignment 2 – Part 1 due February 3rd
February 4-13	Module 3: Literature Review & Intimacies in Reading/Writing • Shange (2022) • Martin (2016) • Ahmed (2013) https://feministkilljoys.com/2013/09/11/making-feminist-points/	February 7	
February 14-March 3	Module 4: Indigenous Worldviews, Methodologies & Storywork Guest Lecture – Stephanie Tyler & Kristina Kopp • Wilson (2008) Ch 5 p. 80-96 • Makokis, L. et al. (2020). *iyiniw tapwewin ekwa kiskeyihtamowin.* • Toliver (2021) Ch 4 and Companion 4	February 14	Assignment 2 – Part 2 due March 3rd
March 4-14	Module 5: Quantitative and Mixed Methods Approaches Guest Lecture – Brooke Allemang • Kaushik & Walsh (2018) • Allemang et al. (2022)	March 7	

	• Creswell & Creswell (2017)		
March 15-25	Module 6: Participatory Inquiry and Epistemology • Heron & Reason (1997) • Sitter & Grittner (2021) • Lorde (1984/2007) Poetry is not a luxury • Biennale Arte (2022) Meetings on Art: What Could a Vessel Be?	March 21	Assignment 2 – Part 3 due March 25th
March 26-April 5	Module 7: Methodological Contours & (Re)shaping Relationships to Knowledge • Choose 2-3 stories/sections from Jacobs (2008)	March 28	Assignment 3 – due April 5th
April 6-11	Module 8: Knowledge Gathering & Integration	April 11	Assignment 2 – Part 4 due April 11th
			Assignment 4 – due April 13th

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). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Assignment 1: Competing TCPS CORE Ethics Tutorial (10%)– Due January 24th by 11:59pm

Aligned Course Learning Outcomes: 1, 3

Assignment Description:
The *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS)* is a joint policy of Canada's three federal research agencies, namely the Canadian Institutes of Health Research, the Natural Science and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council. The agencies require researchers to address ethical issues that arise in the course of research involving humans.

Students will complete the online tutorial on research ethics, TCPS 2 CORE, which can be accessed at: https://tcps2core.ca/welcome. The tutorial takes approximately three hours to complete, though more time might be required for students who wish to thoroughly peruse supplementary materials. Upon completion of the tutorial, each student will be immediately awarded a completion certificate by the Panel on Research Ethics.

Assessment Criteria:
By the due date for this assignment, students will submit their certificates of completion to the instructor via the SOWK 302 Dropbox in D2L and receive full marks. Those who fail to submit their certificates on the due date (by 11:59PM) will receive a zero for this assignment.

Assignment 2: Creating & Curating the Commonplace Book (45% - 4 submissions) – Due Feb 3rd, Mar 3rd, Mar 25th & Apr 11th

Aligned Course Learning Outcomes: 2, 3, 4, 5, 6

Assignment Description:

We are inspired by Colleen Kennedy's use of commonplace books to dwell and create contemporary relationships with knowledges, literatures, creative works, and everyday life worlds. What is a commonplace book? During the sixteenth and seventeenth centuries, one of the most important tools of a reader, writer, and researcher was a commonplace book. Beal (2007) describes commonplace books as "a manuscript book in which quotations or passages from reading matter, precepts, proverbs and aphorisms, useful rhetorical figures or exemplary phrasing, words and ideas, or other notes and memoranda are entered for ready reference under general subject headings." Commonplace books are something like diaries or journals, but curious learners record and organize favorite quotations, snippets of ideas, and ephemera surrounding curiosities.

Throughout each module, we invite you to think-feel your way into various forms of knowledge and research with wonder and curiosity. In doing so, this process requires self-reflection, writing, and creative sensemaking with, and in relation to, synchronous and asynchronous course materials. In your sensemaking journey you are encouraged to explore, document, and connect your everyday worlds and social work practices with your emerging understandings of research. Your commonplace book is a space for you to gather, collect, curate, and explore ideas, literature, methodologies, and methods towards informing your own research orientations.

Assessment Criteria:

Throughout each module consider and explore the following questions as openings into your commonplace book:

- How do your values inform/influence your understanding of ethical relations to people, knowledges, places, lands?
- What draws you in to/pushes you away from specific quotes, ideas, research approaches?
- What kinds of writing/styles/"data"/forms resonate with you, your world, and practice? Why?
- How are you beginning to conceptualize "data"?
- What does research make possible in practice and the world? What are its dangers?
- Consider how you might weave together your collection of materials to curate a story of your journey with research.

Your sources can include, first and foremost, the assigned readings and supplementary materials, as well as any other useful texts you come across. You will also supplement your commonplace book entries with material from out in the world. Please include an ongoing/living reference list with your commonplace book submissions, citing sources used in APA 7th edition format.

For each module you will contribute, at a minimum, the following to your commonplace book:
- Two entries related to each required material within the module (ex: if the module has two journal articles and a blog post you will have six commonplace book entries).
- Two entries related the module's asynchronous material.
- Two entries from out in the world (life and practice) (ex: quotations from readings for other classes, lyrics from songs, lines from movies, tweets with relevant hashtags, ephemera from your everyday life, etc.)

Examples of commonplace books and process will be available on D2L. Students will be invited to collaborate on the assessment criteria for their own commonplace book. Students can refer to assessment rubrics that will be provided in class/posted on D2L, if applicable.

Students will submit their commonplace book after every 2nd module. Each submission will be cumulative with the final submission embodying a complete curation of their emerging relationship with research. Submissions are due on the following dates in the D2L dropbox by **11:59pm MST:**
> **(10%) Part one: February 3rd**
> **(10%) Part two: March 3rd**
> **(10%) Part three: March 25th**
> **(15%) Part four: April 11th**

Assignment 3: Methodology & Method Guide (35%) – Due April 5th by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6

Assignment Description:

Students will be invited to create a 2-page methodology guide that should provide a summary of the overarching features of the chosen methodology and method. In preparing for this, students will first choose a *methodology* of interest. In researching this methodology, students should identify key theorists in the field, philosophical, ontological, epistemological, and axiological foundations underpinning the methodology, as well as what methods are more commonly engaged. In becoming familiar with their chosen methodology and methods often used, students will choose a *method* of

interest that aligns with the selected methodology. To understand both the methodology and method and how they are often used, it may be helpful to consider texts that explore the 'about' of the methodology and method, as well as those that use the methodology and method to explore a particular topic.

The table below provides some examples of methods / data, approaches, and paradigms. As you dig into your chosen methodology, you will notice that some of the qualities in each column can be taken up in various combinations, while others would rarely be found together. Please note, you do not have to choose a methodology and method from this list.

Methods/Data	Methodology/Approaches	Paradigms
Interviews	Ethnography/ Autoethnography/ Duoethnography	Positivism
Focus Groups	Phenomenology	Constructivism
Memory Work	Participatory Action Research (PAR	Interpretivism
Visual (e.g., video, photo)	Indigenous Research Methodologies/ Storytelling/ Métissage	Pragmatism
Life Stories	Storytelling	Critical
Observation	Arts-based research	Feminist/Standpoint
Sensory Methods	Critical & Interpretive Research	Decolonizing
Surveys	Community-based Research	Poststructuralism
Collective Biographies	Case Study	Hermeneutic

Assessment Criteria:
The first page of the guide should be dedicated to the selected *methodology.* The following questions are provided for guidance in identifying key aspects of the methodology.

- What are the core features of the methodology?
- Who are known scholars in the field?
- What kinds of questions does this methodology help to answer?
- What methods are often or commonly used with this methodology?
- What ethical issues are commonly raised?
- What might be considered limitations of the methodology?

The second page of the guide should focus on the student's *method* of choice. This section of the guide should offer a summary of the *method* and can consider the following questions:

- What does this method offer?
- How does it align with your chosen methodology?
- What is considered or counted as 'data'?
- How is this 'data' accessed, collected, and/or gathered?
- How is 'data' analyzed, interpreted or made sense of within this method?
- What might be considered limitations of the method?
- How might you represent this method in your guide?

Please include a reference list with your methodology guide, citing sources used in APA 7th edition format. Methodology guides are to be submitted by **11:59pm on April 5th** via D2L dropbox. To facilitate

knowledge sharing, students will also be invited to post their guides and reference lists via D2L discussion board.

Assignment 4: Relational Engagement (10%) – Due April 13th by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Assignment Description:
Research is a relational practice. This course is grounded in relationality and reciprocity that asks us to respond and be response-able (Patel, 2016) to knowledge and one another. To animate this orientation, students will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. Engagement is gauged not only by the quantity of contributions, but also how students facilitate a collective space of learning by being mindful of how space/voice are used. This includes being thoughtful of how ideas are shared in ways that create the conditions for ethical spaces of engagement and collective care.

Assessment Criteria:
Recognizing that engagement is animated in multiple ways, some more overt than others, students will be invited to reflect on and assess their own participation and engagement in the course by submitting a 100-word reflection and self-grade for engagement via D2L dropbox by **11:59pm April 13th**.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend classes regularly and to actively engaged in all learning activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox folders in D2L. Text-based assignments may be submitted in Word or PDF format. An assignment should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments will be submitted by 11:59 pm on their due dates. 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. Alternative arrangements must be made with the instructors at least 24 hours **prior** to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

Written and text-based assignments will be assessed partly on writing skills. Writing skills include not only the mechanics of writing (e.g., grammar, punctuation, sentence structure, etc.) but also general

clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th 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 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.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

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 suggested readings will be posted to 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's Code of Conduct.

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).

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. 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. Please refer to the full policy on Student Accommodations.

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 before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

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 and requirements of the Copyright Act 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 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 and Gender-based 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.

Other Important Information

Please visit the Registrar's website 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