



<b>Course &amp; Session Number</b>	<b>SOWK 399 S03</b>	<b>Classroom</b>	D610
<b>Course Name</b>	Practice & Evaluation with Organizations		
<b>Dates and Time</b>	Start of Classes: January 10, 2023 End of Classes: April 11, 2023 Dates and Time: In-person instruction Tuesdays, 9 am to 11:50 am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Jerry Firth, MSW, RSW	<b>Office Hours</b>	As Requested
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**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](#).

<sup>1</sup> 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 theories and skills in the study of human service organizations. Examines organizational dynamics and how these impacts professional practice, relationships with clients, and the potential for organizational change.

## COURSE DESCRIPTION

This course introduces theories, methods, and skills in the study of human service organizations, examining how organizational dynamics impact professional practice, relationships with clients, and the potential for organizational change.

The course work and assignments are presented in a way to help understand the many complexities of organizational dynamics and provide a practical experience similar to how it may be realized in the field. Human service organization management is done within individual and team capacities; therefore, your assignments are designed to provide you with the experience of working in a way you would in the field. The course outline is structured to support a step-by-step approach to completing assignments. There will be some time provided during class times to work on the group assignment.

## COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Understand and apply organizational theories and concepts that guide practice in organizations.
2. Understand and practice the basic skills of managing human service organizations according to social work values (anti-oppressive practice, trauma-informed care, diversity equity and inclusion).
3. Understand basic leadership and supervision to guide the work of human service organizations.
4. Understand evaluation and fund development of human service organizations and programming.
5. Engage in activities that reflect professional standards of the social work profession.

## LEARNING RESOURCES

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

This course has no required textbook. Required readings are listed in the class schedule of this course outline. It is expected that students will also use their existing resources and access to the University of Calgary Library online resources and database to support their learning.

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. Links to readings and learning resources are provided where available. A laptop, desktop or mobile device with Internet access is required for D2L access.

## RELATIONSHIP TO OTHER COURSES

SOWK 399 is one of several required courses within the BSW program. Effective social work practice requires an understanding of micro, mezzo, and macro practice, ensuring that what takes place in organizations and policy is reflective and responsive to the lived reality of individuals, families, and communities. This course provides students with tools to elevate and compliment individual, family, and community level concerns to organizational responses.

## CLASS SCHEDULE

This course takes place in person on Tuesdays from January 10, 2023 until April 11, 2023 at 9:00 am to 11:50 am. There will be no class on Tuesday, February 21, 2023 due to the term break.

Date	Topics & Assignments
Jan 10, 2023	<p><b>Introduction &amp; Course Overview</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Review class expectations and assignments</li> <li>Develop classroom and learning guidelines</li> </ul>
Jan 17, 2023	<p><b>Organizational Theory</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Understand key theories from the social work and business fields</li> </ul> <p><u>Required Readings</u></p> <p>Reisch, M. (2017). Why macro practice matters. Human Service Organizations: Management, Leadership &amp; Governance, 41(1), 6-9. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2016.1179537">https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2016.1179537</a></p>
Jan 24, 2023	<p><b>Organizational Structures &amp; Design</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Understand the development and types of human service organizations</li> <li>Understand the political and legal landscape of organizations</li> </ul> <p><u>Required Readings</u></p> <p>Hardina, D. (2005). Ten characteristics of empowerment-oriented social service organizations. Administration in Social Work, 29(3), 23-42. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J147v29n03_03">https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J147v29n03_03</a></p>
Jan 31, 2023	<p><b>Organizational Governance &amp; Collaboration</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Understand legislation and organizational bylaws and policies</li> <li>Understand good organizational governance</li> <li>Understand organizational collaboration</li> </ul> <p><u>Required Readings</u></p> <p>Kania, &amp; Kramer. (2011). Collective Impact. Stanford Social Innovation Review, 9(1), 36-41. <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=55818295&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=55818295&amp;site=ehost-live</a></p> <p>Maytree (2011). Diversity in Governance: A toolkit for nonprofit boards. Maytree: Toronto. <a href="https://bcfarmersmarket.org/app/uploads/2020/09/Diversity-on-Non-Profit-Boards-Toolkit.pdf">https://bcfarmersmarket.org/app/uploads/2020/09/Diversity-on-Non-Profit-Boards-Toolkit.pdf</a></p>

Feb 7, 2023	<p><b>Strategic Planning</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Learn how to develop organizational foundations, goals, and priorities</li> </ul> <p><u>Required Readings</u></p> <p>Cote, C. (2020, Oct 6). Why is strategic planning important?. Harvard Business School Online. <a href="https://online/hbs/edu/blog/why-is-strategic-planning-important">https://online/hbs/edu/blog/why-is-strategic-planning-important</a></p>
Feb 12, 2023	<b>DUE -- Assignment 1a: Inquiry Project by 11:59 pm</b>
Feb 14, 2023	<p><b>Organizational Leadership, Supervision, &amp; Professionalism</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Understand key leadership and supervision theories and models</li> <li>Understand how to support staff and provide good performance management</li> <li>Understand professional social work approach</li> </ul> <p><u>Required Readings</u></p> <p>Canadian Association of Social Workers (2020, June). CASW Code of Ethics and Scope of Practice. Canadian Association of Social Workers Code of Ethic., <a href="https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice">https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice</a></p> <p>Hopkins, K., &amp; Austin, M. (2004). The changing nature of human services and supervision. In K. Hopkins, &amp; M. Austin (Eds.), <i>The changing nature of human services and supervision</i> (pp. 3-10). SAGE Publications, Inc.</p> <p>Walter, A. W., Ruiz, Y., Tourse, R. W. C., Kress, H., Morningstar, B., MacArthur, B., &amp; Daniels, A. (2017). Leadership matters: How hidden biases perpetuate institutional racism in organizations. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2016.1249584">https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/23303131.2016.1249584</a></p>
Feb 21, 2023	<b>-- NO CLASS --</b>
Feb 28, 2023	<p><b>Program Development &amp; Evaluation</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Understand program development</li> <li>Understand methods of program evaluation</li> <li>Understand how to effectively communicate the impact of programs</li> </ul> <p><u>Required Readings</u></p> <p>Wilson-Grau, R. (2015) <i>Outcome Harvesting</i>. BetterEvaluation. <a href="https://www.betterevaluation.org/plan/approach/outcome_harvesting">https://www.betterevaluation.org/plan/approach/outcome_harvesting</a></p>
Mar 5, 2023	<b>DUE -- Assignment 1b: Peer Reflections by 11:59 pm</b>
Mar 7, 2023	<p><b>Fundraising &amp; Fund Development</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Understand how to fund organizations and programs</li> </ul> <p><u>Required Readings</u></p> <p>Canada Helps.org (2021) The Giving Report, <a href="https://www.canadahelps.org/media/The-Giving-Report-2021_EN.pdf">https://www.canadahelps.org/media/The-Giving-Report-2021_EN.pdf</a></p> <p>Lehner, O. M., &amp; Nicholls, A. (2014). Social finance and crowdfunding for social enterprises: a public-private case study providing legitimacy and leverage. <i>Venture Capital</i>, 16(3), 271-286. Taylor &amp; Francis. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13691066.2014.925305">https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13691066.2014.925305</a></p>

<p>Mar 14, 2023</p>	<p><b>Trauma-Informed Practice in Human Services</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>• Understand key trauma-informed considerations in human services</li> <li>• Understand how to integrate trauma-informed practices in human services</li> </ul> <p><u>Required Readings</u></p> <p>Hales, Green, S. A., Bissonette, S., Warden, A., Diebold, J., Koury, S. P., &amp; Nochajski, T. H. (2019). Trauma-Informed Care Outcome Study. <i>Research on Social Work Practice</i>, 29(5), 529-539. <a href="https://doi.org/10.1177/1049731518766618">https://doi.org/10.1177/1049731518766618</a></p>
<p>Mar 21, 2023</p>	<p><b>Anti-Oppressive Practice in Human Services</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>• Understand how service users experience oppression in human services</li> <li>• Understand key considerations of anti-oppressive management practices</li> </ul> <p><u>Required Readings</u></p> <p>Baines, D. (2017). Anti-oppressive practice: Roots, theory, tensions. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Building transformative politicized social work</i> (3rd ed., pp. 2-24). Fernwood Publishing.</p> <p>Ramsundarsingh, S., &amp; Shier, M. L. (2017). Anti-oppressive organisational dynamics in the social services: A literature review. <i>British Journal of Social Work</i>, 47(8). <a href="https://doi.org/10.1093/bjsw/bcw174">https://doi.org/10.1093/bjsw/bcw174</a></p>
<p>Mar 28, 2023</p>	<p><b>Equity and Diversity in Human Services</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>• Understand key equity considerations in human services</li> <li>• Understand how the TRC and MMIWG Report Calls to Action could be implemented in human services</li> </ul> <p><u>Required Readings</u></p> <p>Brimhall, K. &amp; Mor Barak, M. (2018). The critical role of workplace inclusion in fostering innovation, job satisfaction, and quality of care in a diverse human service organization <i>Management, Leadership &amp; Governance</i>, 42(5), 474-492. <a href="https://doi.org/10.1080/23303131.2018.1526151">https://doi.org/10.1080/23303131.2018.1526151</a></p> <p>Hossein, C. S. (2017). A Black perspective on Canada's third sector: Case studies on women leaders in the social economy. <i>Journal of Canadian Studies</i>, 51(3), 749-781. <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=rch&amp;AN=129591510&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=rch&amp;AN=129591510&amp;site=ehost-live</a></p> <p>Reconciliation Canada (2017, May). National Narrative on Reconciliation Report. <a href="https://reconciliationcanada.ca/staging/wp-content/uploads/2017/05/NationalNarrativeReport-ReconciliationCanada-ReleasedMay2017_3.pdf">https://reconciliationcanada.ca/staging/wp-content/uploads/2017/05/NationalNarrativeReport-ReconciliationCanada-ReleasedMay2017_3.pdf</a></p>
<p>Apr 1, 2023</p>	<p><b>DUE -- Assignment 2: Organizational Design Presentation by 11:59 pm</b></p>
<p>Apr 4, 2023</p>	<p><b>Organizational Design Presentations</b></p>
<p>Apr 11, 2023</p>	<p><b>Organizational Design Presentations / Consolidated Learning</b></p>

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

Students are expected to actively participate in all class sessions. If you are unable to attend a class session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review session slides) for your best learning experiences. All students are expected to behave in a professional manner during all class sessions.

## ASSESSMENT COMPONENTS

### Assignment 1: Inquiry Project and Reflection (55%)

#### Assigned Course Learning Outcomes:

1, 2

#### **a) Inquiry Project (40%) – Due Sunday, February 12 by 11:59 pm**

#### Assessment Description:

Students will produce an individual inquiry project in an area of interest related to social work organizational practice. The project will be posted to the D2L course site and shared with their peers.

The inquiry project needs to include the following:

- An introduction discussing the student's interest in the topic area.
- Clearly describe the topic area by reporting the research findings using at least 10 resources.
- Demonstrate critical thinking and analysis of these findings.
- Draw some reasoned conclusions about the inquiry process.
- Identify emergent questions that have arisen during the inquiry process.
- Discuss learnings from the inquiry project, and how these learnings could be helpful in preparation for practicum within a very broad range of agencies and organizations.

The inquiry project may be in any format that facilitates sharing of the information with peers and can be posted to the Inquiry Project Discussion in the D2L course site. Examples of project formats: PowerPoint presentation (20+ slides), a paper (8+ pages), a website (8+ pages), or other e-learning mediums. If you have any questions about the format, please ask the instructor.

All reference materials must be clearly cited within the project and a reference list must be included with the project in APA 7th edition format. Reference list is not included as part of the required slides / pages.

#### Assessment Criteria:

Students will be graded based on:

- Comprehension of your analysis in terms of understanding the topic (35%)
- Quality and practicality of your conclusion about the inquiry (25%)
- Clarity and complexity of emergent questions (10%)

- The use of relevant literature (10%)
- Professional writing style that includes the organization of ideas, proper spelling, grammar and appropriate citations using APA 7<sup>th</sup> edition format (20%)

**b) Peer Reflection: (15%) - Due Sunday, March 5 by 11:59 pm**

Assessment Description:

Each student will review at least three other posted peer Inquiry Project assignments and then reply to each project with a paragraph or two of 150-200 words offering thoughtful, reflective, and supportive responses to the inquiry projects and what the student learned from each project. Replies are to be posted to the Inquiry Project Discussion Forum in the D2L course site.

Assessment Criteria:

Each of the three responses will be worth 5%, with the total assignment graded based on:

- Comprehension of the inquiry project (20%)
- Demonstration of learning from the inquiry project, using critical reflection (40%)
- Inclusion of at least two new resources in each response that supports your learning (40%)

**Assignment 2: Organizational Design Presentation (35%) - Due Saturday, April 1 by 11:59 pm**  
**Group presentations to the class will be scheduled on April 4 and April 11**

Assigned Course Learning Outcome:

1, 2, 3, 4, 5

Assessment Description:

This small group assignment involves the development of a mock human service organization. Students will form groups of 4 to 5 people to create an organization that supports programs and services to address unmet needs in our community. Groups will then present their organization to the class at the end of the term. The course schedule is designed to support the development of your organization. Some class time will be provided to work on the assignment.

Development and presentation of organizations will include:

- A description of the organization, including type of organization, vision/mission statements, values/philosophical principles, and organizational chart.
- A description of the client population(s) to be served and the proposed program(s) and services the organization will provide, and how they address unmet needs in our community.
- An analysis of an environmental scan that will impact the implementation of these programs and services.
- A description of the staffing model, supervision process, and preferred leadership approach(es).
- A logic model and program evaluation framework for at least one program.
- A description of the funding model and sources.
- A clear demonstration of social work values discussed in class (anti-oppressive practice, trauma-informed care, and diversity, equity, and inclusion).

The organizational design presentation will be in a PowerPoint presentation (15+ slides), a website (7+ pages), or other e-learning mediums. If you have any questions about the format, please ask the instructor. Presentations, including any additional materials, will be posted to the Organizational Design page in the D2L course site by April 1. Groups will be scheduled to present their organizational design for a maximum of 20 minutes on either April 4 or April 11 and will present their ideas in a creative and interesting manner to engage participants.

All reference materials must be clearly cited within the project and a reference list must be included with the project in APA 7th edition format. The reference list is not included as part of the required slides / pages.

Assessment Criteria:

Students will be graded based on:

- Comprehension of organizational structures and design (10%)
- Comprehension of strategic planning processes (10%)
- Comprehension of program development to address community needs (10%)
- Comprehension of supervision and leadership approaches (10%)
- Comprehension of program evaluation framework (10%)
- Comprehension of funding models and sources (10%)
- Demonstration of anti-oppressive practice, trauma-informed care, and diversity, equity, and inclusion (10%)
- The use of relevant literature (10%)
- Professional writing style that includes the organization of ideas, proper spelling, grammar and appropriate citations using APA 7<sup>th</sup> edition format (20%)

**Class Learning Engagement: Participation (10%) – Classes between Tuesday, Jan 17 to Tuesday, Mar 28**

Assigned Course Learning Outcome:

1, 2, 5

Assessment Description:

Human service organization management is often done within team capacities, where communication and engagement are important. Students are expected to be fully present and engaged in each class activities and discussions. In these classes, the learning will be set up to provide an opportunity for engagement and participation. As the workplace has transitioned some of the work online to provide flexibility, if a student is unable to attend in person for any unforeseen circumstance, they will have the option to post a 50-75 word reflection to D2L on the readings for that week. Arrangements can be made with the instructor.

Assessment Criteria:

- Students receive 1% for participation in each class learning for the period of Jan 17 to Mar 28.
- Students will be responsible to arrange a reflection post with the instructor when needed.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If you are unable to attend a class session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review session slides).

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format, unless otherwise specified in the assessment components section above. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date specified in the course outline. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Extensions are granted at the discretion of the instructor and requests must be made in writing at least one day prior to the assigned deadline. Late assignments submitted after the deadline, without an extension granted by the instructor, may be penalized with a grade reduction.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in assignments 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 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 may be posted to D2L from time to time.

## 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