



Course & Session Number	SOWK 620.01 S02	Classroom	Online
Course Name	International Social Development: Theories and Interventions		
Dates and Time	Start of Classes: January 09, 2023 End of Classes: April 07, 2023. Dates and Time: Zoom sessions: Thursdays, January 09 – April 7 (5:30 – 8:30 pm) Recurring Zoom link: https://ucalgary.zoom.us/j/8760351011 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Emmanuel Chilanga	Office Hours	By appointment
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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

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

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](#).

SYLLABUS STATEMENT

- Examines the role of social work and social workers in international and community development work at home and abroad. Theoretical foundations are examined alongside global influences in relation to historical, economic, political, social and cultural contexts. Critical perspectives, contemporary issues and research debates in social development, internationalization and globalization are discussed.

COURSE DESCRIPTION

- A comprehensive overview of the scope and nature of international social development that combines theoretical approaches with policy and practice focused frameworks. You will analyze social development theories and practice models from a historical and critical perspective, focusing on their socio-political-economic dimensions. Alternative ideologies and alternative development approaches will be explored. We'll also evaluate the role of social work in the field of international social development.
- This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected 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 (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

COURSE LEARNING OUTCOMES

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

- Examine the scope and nature of international social development theory and practice from a historical perspective, focusing on North-South development polarities and politics.
- Develop an analytic frame of reference for understanding global issues as a base for international social work practice.
- Evaluate economic, political, environmental, and technological dimensions of globalization and its implications on the lives of disadvantaged communities across the globe.
- Examine the scope and nature of international social work and its relationship to international social development.

- Conceptualize international social work practice in the areas of social policy, direct practice, and advocacy in context of global social justice.
- Conceptualize power dynamics, structural oppressions and injustices in the context of social work practice in international settings.
- Describe the challenges in conceptualizing social work ethics on a global scale and tensions of conflicting local values with universal values based on UN conventions.
- Explore knowledge of alternative directions toward, and of roles that social workers can take in advocating for human rights, social justice, and sustainable social structures.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- Healy, L. M., & Thomas, R. L. (2020). *International social work: Professional action in an interdependent world*. Oxford University Press.
- Additional required readings are available on D2L.

LEARNING TECHNOLOGIES AND REQUIREMENT

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

This course is taken concurrently with “SOWK 622.01: International Social Work in Canada” and is one of the core course courses offered in International Community Development specialization. The content of this course relates the international context of social justice and social policy to social work practice in internationalized settings or situations. The course is a pre-requisite for SOWK 624.01: Advanced Practice in Sustainable Development and SOWK 626.01: Social Work & International Development Projects.

CLASS SCHEDULE

Important Dates for Winter 2023

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

CLASS SCHEDULE

Date	Topic	Required Readings
		PART A: INTERNATIONAL SOCIAL WORK: A SOCIAL DEVELOPMENT APPROACH
January 12	Review of the Course Outline	<ul style="list-style-type: none"> • Class introductions. • Review of course outline. • Review of assignments. • Definition of International Social Work • Brief History of International Social Work <p>Readings:</p> <ul style="list-style-type: none"> • Lynne M. Healy (2016). <i>International Social Work: Overview</i>. Encyclopedia of Social Work. National Association of Social Workers Press and Oxford University Press. https://doi.org/10.1093/acrefore/9780199975839.013.561 • Healy, L. M., & Thomas, R. L. (2020). <i>International Social Work: Professional Action in an Interdependent World</i>. Oxford University Press.
January 19	The Goals of International Social Work	<ul style="list-style-type: none"> • The Values and Beliefs of International Social Work Practice. • The Knowledge Base of International Social Work. • Levels of Practice in International Social Work. <p>Readings:</p> <ul style="list-style-type: none"> • Estes, R. (2010). <i>United States-Based Conceptualization of International Social Work Education</i>. Departmental Papers (SPP). https://repository.upenn.edu/spp_papers/181 • Healy, L. M., & Thomas, R. L. (2020). <i>International Social Work: Professional Action in an Interdependent World</i>. Oxford University Press.
January 26	International institutions and NGOs	<ul style="list-style-type: none"> • Practice Sectors in International Social Work • forces influencing international social work • Historical and political context of international development; agencies of development; and core skills and social work roles in community/international development. • What are the constraints/barriers of NGOs in Development? What are some criticisms of NGOs? NGO governance in a neo-liberal context. <p>Readings:</p> <ul style="list-style-type: none"> • Jamal, A., & Baldwin, C. (2017). Angels of mercy or smiling western invaders? Community’s perception of NGOs in northwest Pakistan. <i>International Social Work</i>, 62(1), 89–104. https://doi.org/10.1177/0020872817711239 • Kamat, S. (2003). The NGO phenomenon and political culture in the third world. <i>Development</i>, 46(1), 88-93.

		<ul style="list-style-type: none"> Roff, S. (2004). Nongovernmental organizations: The strengths perspective at work. <i>International Social Work, 47(2)</i>, 202-212.
February 02	Theories and Concepts I	<ul style="list-style-type: none"> Globalization and social development; The Impact of globalization and global interdependence on various sectors. New economic crisis and reactions – Social issues and globalization; Major flaws; Prospects for action and opportunities in globalization. <p>Readings:</p> <ul style="list-style-type: none"> Healy, L. M., & Thomas, R. L. (2020). <i>International social work: Professional action in an interdependent world</i>. Oxford University Press. (Chapter 2, pp. 25-51)
February 09	Theories and Concepts II	<p>Theoretical debates – goals of social development; development as freedom; Linking development and human rights; Human rights and its relevance to International social work; Human development approach; Social exclusion and inclusion; social justice</p> <p>Reading:</p> <ul style="list-style-type: none"> Desai, M. (2014). <i>The paradigm of international social development: Ideologies, development systems and policy approaches</i>. Routledge. (pp. 21-41). Healy, L. (2012). Theories and concepts underlying international social Work. <i>Handbook of International Social Work: Human Rights, Development, and the Global Profession</i>. Oxford University Press. (pp. 9-44). <p>Recommended:</p> <ul style="list-style-type: none"> Healy, L & Thomas, R. (2020). <i>International social work: Professional action in an interdependent world</i>. Oxford University Press. (Chapter 4, p... 85-102).
		PART B – Policy and Practice
February 16	International social development: Policy and practice I	<p>Values and ethics of international professional action; Conceptual and professional framework, universalism and cultural relativism debate. Social constructivist framework; strengthening social and cultural wellbeing. Cultural understanding in a global context – ethics and values in international social work practice. Indigenous social work around the world</p> <p>Readings:</p> <ul style="list-style-type: none"> Healy, L. M., & Thomas, R. L. (2020). <i>International social work: Professional action in an interdependent world</i>. Oxford University Press. (Chapter 10, pp. 293-310) Hair, H. J., & O'Donoghue, K. (2009). Culturally relevant, socially just social work supervision: Becoming visible through a social constructionist lens. <i>Journal of Ethnic & Cultural Diversity in Social Work, 18(1-2)</i>, 70-88. <p>Recommended:</p>

		<ul style="list-style-type: none"> • Gray, M., Coates, J., & Bird, M. Y. (Eds.). (2008). <i>Indigenous social work around the world: Towards culturally relevant education and practice</i>. Ashgate Publishing, Ltd., (pp. 1- 10). • Healy, L. M. (2007). Universalism and cultural relativism in social work ethics. <i>International Social Work</i>, 50(1), 11-26.
February 23		Winter Break
March 02	International Social Development – Policy and practice II	<p>Sustainable Development Goals – building a platform for international development. International social welfare organizations; UN Agencies and activities; Regulators of the global economy Panel discussion on SDGs review, implementation, and critique</p> <p>Readings:</p> <ul style="list-style-type: none"> • Review of SDGs: https://unstats.un.org/sdgs/report/2020/ • Leal Filho, W., Brandli, L. L., Lange Salvia, A., Rayman-Bacchus, L., & Platje, J. (2020). COVID-19 and the UN sustainable development goals: Threat to solidarity or an opportunity?. <i>Sustainability</i>, 12(13), 5343. http://dx.doi.org/10.3390/su12135343 • Baker, P. A., & Hinds, K. (2012). Regulators of the global economy: The IMF, the World Bank, and the WTO. <i>Handbook of International Social Work: Human Rights, Development, and the Global Profession</i>. Oxford University Press, 318-328. <p>Recommended:</p> <ul style="list-style-type: none"> • Healy, L. M., & Thomas, R. L. (2020). <i>International social work: Professional action in an interdependent world</i>. Oxford University Press. (Chapter 6, P. 141-167)
		PART C: Global Social Issues
March 09	Models of Education for International Social Work Practice.	<ul style="list-style-type: none"> • Personal Social Services Model • Social Welfare Model • Social Development Model • Global Social Transformation Model <p>Reading:</p> <ul style="list-style-type: none"> • Estes, R. (2010). <i>United States-Based Conceptualization of International Social Work Education</i>. Departmental Papers (SPP). https://repository.upenn.edu/spp_papers/181
March 16	Gender and development.	<p>Readings: TBD by student facilitators</p> <p>Assignment: Virtual Coffee, Critique, and Conversation #1</p>
March 23	Global Health.	<p>Readings: TBD by student facilitators</p> <p>Assignment: Virtual Coffee, Critique, and Conversation #2</p>

March 30	Indigenous peoples and global Indigenous movements.	Readings: TBD by student facilitators Assignment: Virtual Coffee, Critique, and Conversation #3
		PART D: Global Social Justice
April 06	Understanding and influencing Global Policy.	Rationale for social work involvement – global policies agenda and social work values; global social policy – action in practice Social work and the struggle for global social justice; decolonizing the colonized mind; Global agenda and social work practice. Review of the course Readings: <ul style="list-style-type: none"> • Healy, L. M., & Thomas, R. L. (2020). <i>International social work: Professional action in an interdependent world</i>. Oxford University Press. (Chapter 13, pp. 385-401) • Ferraro, E. (2003). From pavement to piazza: Grassroots social work to counteract the globalization of marginality. <i>Social Policy & Administration</i>, 37(2). 198-217. • Ferguson, I., & Lavalette, M. (2005). Another world is possible: Social work and the struggle for social justice. In <i>Globalisation, global justice and social work</i>. Routledge. (pp. 207-223).

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

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.

ASSESSMENT COMPONENTS

Assignment 1. Reflective Essay & Connecting Course Learnings with Practice (25%) Due date - February 10 (11:59) in the assignment Dropbox in D2L

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 8

Assignment Description:

Prepare a 1000-word essay integrating your learnings from Part A of this course to your experience and practice. The reflective essay is a critical review of the assigned weekly readings over the course of the term. It should demonstrate your understanding of the knowledge and issues discussed in the course readings, and more importantly, your awareness of how you constructed that knowledge. Thus, it is an interaction between ideas received from outside and your internal processing, understanding, and interpretation of those ideas.

- In this assignment, the instructor expects you to show that you have acquired a certain amount of knowledge from the assigned readings.
- related this knowledge to personal experience if any.
- critically analyzed your existing knowledge, your experiences, and your assumptions to gain a broader perspective.
- thought deeply, synthesize, and communicated these ideas/issues clearly (logical argument and writing style).

Students must include a minimum of two peer-reviewed articles - include citation in reference list in correct APA format (APA 7).

You are also expected to include an introduction and conclusion. A cover page is not required. The goal of this assignment is to encourage you to continually integrate course learnings with theoretical frameworks and your practice and be able to articulate these connections. This will assist you next two courses in the specialization and with preparing your MSW exit requirement in the future.

Assignment 2. Global Social Issues: Virtual Coffee, Critique, and Conversation (25%). max. 2 students per topic

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

Assignment Description:

Complete the following steps and include the required details when completing this assignment. A rubric with the allocation of marks for each criterion will be posted in D2L. This is an individual assignment.

- 1) Select 1 practice topic of interest to you (and a 2nd choice as a backup).

- 2) Sign-up on the 1st day of class for the date assigned to the practice topic. This will be your facilitation date.
- 3) Find 1 peer-reviewed article (published in the last 5 years) related to your practice topic.
- 4) Prepare a 500-word critical analysis of your article that includes:
 - a. Overview of the article/chapter: Provide one or two sentences that describe the purpose of the article/chapter. This should be formulated after reading the whole article/chapter and should capture the “essence” of what the article is about.
 - b. Summary of main points: Provide three points which speak to the main arguments/ideas put forward by the authors. Try not to get lost in details and sub-points.
 - c. Counter-arguments/personal reactions (critical thinking): How did you feel after reading the article/chapter? What stood out to you? What did the author overlook?
 - d. Application to practice: Comment on how one main point aligns with or contradicts social work values/standards of practice? What 3 questions would you like to discuss with the class?
 - e. Discussion: On your facilitation day, you will be responsible for leading a small group discussion about your selected article and your 3 discussion questions.
- 5) Post your 500-word analysis and 3 discussion questions in the Discussion Board in D2L 1 week prior to your facilitation date.
- 6) On your assigned date, facilitate a 30-minute small group discussion based on your critical analysis of the article and discussion questions. Following the discussion, share three group learning with the class.

The goal of this assignment is to develop research, critical analysis, and group facilitation skills, as well as enhanced knowledge of a particular global issue. (Course Learning Outcomes: 1, 2, 4, 5, 6)

Assignment 3. Literature Review (40%) – due date March 25 (11:59) in the assignment Dropbox in D2L

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

Assignment Description:

In groups of three, students will write a 5000-6000 words literature review to understand the current knowledge in International Social Development that can inform practice and interventions. Examples of the topics are as follows: (1) The relevance of International Social Work education in international social development, (2) Equity, diversity, and inclusion in international social work education, (3) Current global issues that informs international social work education and practice, (4) How international education can contribute to sustainable Development goals, (5) Models of Education for International Social Work Practice. The literature review should critically examine the current knowledge of your selected topic in the broader international social work or global policy literature.

- The first section of your review should present an introduction of thematic area.
- The second section should focus on method that informs the selection of the literature.
- The third section should provide the results of your literature review.
- The final section of the review should elaborate on research and practice implications - How does your review contribute to the knowledge base and practice of international social development or international social work or global policy literature.
- Detail guidelines and rubric is available on D2L.

Assignment 4. Participation: (10%) due April 4 (11:59) in the assignment Dropbox in D2L

Aligned Course Learning Outcomes: 6,7,8

Assignment Description:

The participation grade awards you marks for your dedication as an active and engaged learner in the course. All students are expected to participate in every class. Should a student be unable to attend class, please contact the instructor by email and make arrangements with the instructor or another student to discuss the materials and activities covered that day. The participation mark will be a combination of your self-assessment and the instructor’s assessment.

- Self-assessment: Submit a 200–300-word reflection describing your participation. Assessment criteria includes but is not limited to attending to class, ground rules about professionalism and respectful engagement in the class; quality and quantity of in-class participation for individual, partner, and group work; engagement with guest speakers; completing assigned readings and other preparatory work prior to class; ability to pose questions and provide constructive feedback to peers.
- A key piece of reflecting on your own values and positions on issues is understanding and possibly confronting the values and positions of others, so participation in class discussions is very important in this course. It is important to share your viewpoint and contribute in a thoughtful and respectful way to the viewpoints of others.
- These criteria will also be used by the instructor to determine the instructor assessment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). 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.”

LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline 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 research papers must be properly documented and referenced in APA 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

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of “ B- ” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “ C+ ” or lower are indicative of failure at the graduate level and cannot be counted toward 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
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.

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