Course & Session Number	SOWK 606 S01	**Classroom**	Online
Course Name	Advanced Policy Practice in Context		
Dates and Time	Start of Classes: February 27, 2023 End of Classes: April 12, 2023 Dates and Time: Two Synchronous Zoom Sessions per week on Tuesdays and Thursdays from 6:00 – 8:00pm (MST); Weekly Two-Hour Asynchronous Activities Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Jeny Mathews-Thusoo, MSc	**Office Hours**	As requested
UCalgary E-mail	jeny.mathews@ucalgary.ca	**UCalgary Phone**	Contact instructor via email

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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.

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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

This course explores the influences of public policy on the lives, relationships, and well-being of individuals, families, groups, and communities, while examining the relationship between social justice in the policy-making process and the role of social workers in creating and shaping policy.

COURSE DESCRIPTION

This course examines global and local social policy responses as they pertain to social work practice. Students will discover anticipatory policy-making processes, methods to influence policy, and tools for assessing policies. They will have opportunities to develop practical skills in strategy development and futures literacy capabilities. By critically analyzing practice through policy, equity, and anticipatory lenses, this course seeks to enhance and support further linkages between social work practice and social justice as integral to a holistic practice framework.

This course is delivered online via Desire2Learn (D2L) and Zoom. To best succeed in this course, students are expected to participate in synchronous Zoom sessions twice weekly on Tuesday and Thursday evenings from 6:00 – 8:00pm Mountain Standard Time (MST), and engage in an additional two-hours per week of asynchronous learning tasks. Teaching methods to promote learning include instructor presentations, readings, videos, group activities, discussions, and projects.

When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection).

Prerequisites: SOWK 600 and SOWK 602.

COURSE LEARNING OUTCOMES

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

1. Identify how public policy influences and shapes people's lives and relationships
2. Demonstrate a critical understanding of social policies in relation to the wellbeing of individuals, families, groups, and communities in Canadian and global contexts
3. Assess and analyze essential features of a policy or policies that impact the service users they work with or have worked with in professional settings
4. Examine how social workers, individually and collectively, can affect the policy process at the organizational, community, provincial or national levels
5. Apply advocacy knowledge and skills to contribute to the development and implementation of new and more equitable social policies as it pertains to social work practice
6. Develop practical skills in social equity strategy development

REQUIRED TEXTBOOKS AND/OR READINGS

Textbooks

There is no required textbook.

Optional textbook: Miller, R. (2018). *Transforming the future: Anticipation in the 21st century (Open access)*. Routledge. https://www.academia.edu/37295651/Transforming_the_Future_Anticipation_in_the_21st_Century

Optional textbook: Engle, J., Agyeman, J., & Chung-Tiam-Fook, T. (2022). *Sacred Civics: Building Seven Generation Cities (1st ed.) (Open access)*. Routledge. https://doi.org/10.4324/9781003199816

Readings

Breton, M., Cox, E., & Taylor S. (2003). Social justice, social policy, and social work: Securing the connection. *The Social Policy Journal*, 2(1), 3-20. https://doi.org/10.1300/j185v02n01_02

Canadian Institute of Diversity and Inclusion. (2014). *Locking in your leadership: Toolkit for developing a diversity and inclusion strategy.* https://ccdi.ca/media/2079/20200130-locking-in-your-leadership-toolkit-for-developing-a-di-strategy.pdf

Community Tool Box. (n.d.). *Chapter 30: Section 3. Understanding the issue.* https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/understand-the-issue/main

Duijne, F. & Bishop, P. (2018). *Introduction to strategic foresight.* http://www.futuremotions.nl/wp-content/uploads/2018/01/FutureMotions_introductiondoc_January2018.pdf

Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change*. FSG. https://www.fsg.org/publications/water_of_systems_change

Organizational Research Services Impact. (2013). *Pathways for change: 10 theories to inform advocacy and policy change efforts*. https://www.orsimpact.com/directory/Pathways-for-Change-10.htm

Policy Horizons Canada. (2020, March 20). *Exploring social futures*. https://horizons.gc.ca/en/2020/03/20/exploring-social-futures/

Social Work Futures. (2019, May 9). *Why social work belongs in the future – and some ideas about how to get there!* https://socialworkfutures.com/2019/05/09/why-social-work-belongs-in-the-future-and-how-to-get-there/

Social Work Futures. (2019, November 19). *Macro social work, the future and foresight practice*. https://socialworkfutures.com/2019/11/19/macro-social-work-the-future-and-foresight-practice/

Tamarack Institute. (2016). *Collective impact 3.0: An evolving framework for community change*. https://cdn2.hubspot.net/hubfs/316071/Events/CCI/2016_CCI_Toronto/CCI_Publications/Collective_Impact_3.0_FINAL_PDF.pdf?t=1472671593093

The Calgary Aboriginal Urban Affairs Committee. (2017). *Indigenous Policy Framework for The City of Calgary.* https://www.calgary.ca/communities/indigenous.html

The Rockefeller Organization, & ARUP. (2015). *City resilience framework*. https://www.rockefellerfoundation.org/wp-content/uploads/City-Resilience-Framework-2015.pdf

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

As one of four required courses offered at in the Graduate Certificate program, this course will support you in further developing skills necessary to create and assess policies in your practice. You will explore connections between this course and your learnings about social justice and theory (SOWK 600), research and philosophy (SOWK 602), and practice theories in context (SOWK 604) in advanced social work practice.

CLASS SCHEDULE

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

Detailed learning activities are available in the D2L course. A summary is presented here.

Date	Topic(s)	Required Readings / Videos / Activities
Feb 28 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Introduction to course, assignments, and expectations Introduction to policy	Breton, M., Cox, E., & Taylor S. (2003). Social justice, social policy, and social work: Securing the connection. *The Social Policy Journal*, 2(1), 3-20. https://doi.org/10.1300/j185v02n01_02 Other recommended resources on D2L
Mar 2 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Anticipatory policy • Introduction • Informing anticipatory policies (signals, drivers, trends)	Social Work Futures. (2019, November 19). *Macro social work, the future and foresight practice*. https://socialworkfutures.com/2019/11/19/macro-social-work-the-future-and-foresight-practice/ Policy Horizons Canada. (2020, March 20). *Exploring social futures*. https://horizons.gc.ca/en/2020/03/20/exploring-social-futures/ Other recommended resources on D2L

Mar 7 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Anticipatory policy • Futures literacy • Strategic foresight	Damhof, L. (2022, September 15). *Futures literacy: Shaping your present by reimagining futures* [Video]. YouTube. https://www.youtube.com/watch?v=lGvFS6nAMmI&t=24s Duijne, F. & Bishop, P. (2018). *Introduction to Strategic Foresight.* http://www.futuremotions.nl/wp-content/uploads/2018/01/FutureMotions_introductiondoc_January2018.pdf Other recommended resources on D2L
Mar 9 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Anticipatory policy • Liberated futurism • Design futures **Assignment 1 due Mar 10:** Signal of Change	Readings and videos from at least one liberated futurism's domain found on D2L Other recommended resources on D2L
Mar 14 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Anticipatory policy • Social simulation: The future of climate migration • Futures triangle	Community Tool Box. (n.d.). *Chapter 30: Section 3. Understanding the issue.* https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/understand-the-issue/main Futures Platform. (n.d.). *How can we predict plausible futures? The three power vectors of the futures triangle explained.* https://www.futuresplatform.com/blog/how-can-we-predict-plausible-futures?rq=futures%20triangle Other recommended resources on D2L
Mar 16 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Social equity strategy development • Vision and mission statements	Canadian Institute of Diversity and Inclusion. (2014). *Locking in your leadership: Toolkit for developing a diversity and inclusion strategy.* https://ccdi.ca/media/1075/20140910-ccdi-report-di-strategy-toolkit.pdf Other recommended resources on D2L
Mar 21 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Social equity strategy development • Guiding principles • Long term strategic objectives	Canadian Institute of Diversity and Inclusion. (2014). *Locking in your leadership: Toolkit for developing a diversity and inclusion strategy.* https://ccdi.ca/media/2079/20200130-locking-in-your-leadership-toolkit-for-developing-a-di-strategy.pdf Other recommended resources on D2L

Mar 23 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Social equity strategy development • SMART goals • Action items **Assignment 2 due Mar 24:** Futures Triangle	Canadian Institute of Diversity and Inclusion. (2014). *Locking in your leadership: Toolkit for developing a diversity and inclusion strategy.* https://ccdi.ca/media/2079/20200130-locking-in-your-leadership-toolkit-for-developing-a-di-strategy.pdf Other recommended resources on D2L
Mar 28 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Influencing policy change	Tamarack Institute. (2016). *Collective impact 3.0: An evolving framework for community change.* https://collectiveimpactforum.org/sites/default/files/Collective%20Impact%203.0.pdf Organizational Research Services Impact. (2013). *Pathways for change: 10 theories to inform advocacy and policy change efforts.* https://www.orsimpact.com/directory/Pathways-for-Change-10.htm Other recommended resources on D2L
Mar 30 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Impacts of policy decisions: Tools for assessment	Government of Canada. (2022). *What is gender-based analysis plus.* https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/what-gender-based-analysis-plus.html Other recommended resources on D2L
Apr 4 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Introduction to systems change System conditions that hold social problems in place	Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change.* FSG. https://www.fsg.org/publications/water_of_systems_change Other recommended resources on D2L
Apr 6 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Global and local policy initiatives **Assignment 3 due Apr 7:** Social Equity Strategy	The Rockefeller Organization, & ARUP. (2015). *City Resilience Framework.* https://www.rockefellerfoundation.org/wp-content/uploads/City-Resilience-Framework-2015.pdf The Calgary Aboriginal Urban Affairs Committee. (2017). *Indigenous Policy Framework for The City of Calgary.* https://www.calgary.ca/communities/indigenous.html Other recommended resources on D2L

Apr 11 6:00-8:00pm (MST) Zoom Class Asynchronous: 1 hour	Epic wins Future-readiness **Assignment 4 due Apr 12:** Discussion Posts	Social Work Futures. (2019, May 9). *Why social work belongs in the future – and some ideas about how to get there!* https://socialworkfutures.com/2019/05/09/why-social-work-belongs-in-the-future-and-how-to-get-there/ Other recommended resources on D2L

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

1. **Individual Assignment: Signal of Change (20%)**
   Due Date: March 10, 2023 at **11:59pm**

   Students will do an Internet search for a weak signal (specific example of something that suggests how the world is changing and how the future could be different). This signal can be a new technology, scientific breakthrough, a new law or regulation, start-up company, etc. that could impact the Future of Social Equity or Climate Migration.

   This Word (text) document will include:

- The name of the signal and the URL to the website/article that explains the signal
- A brief description of the signal
- The change this signal represents (<u>from</u> what <u>to</u> what)
- The driver of this signal; i.e., the force behind the signal
- A brief and creative explanation of what the world could look like in 10 years if this signal gets amplified
- The student's opinion if this a possible future they/she/he wants and why

The assessment rubric for this assignment will be posted on D2L. Students will fill out a "Signals Template" in Word format that will be provided by the instructor on D2L. It will be a <u>maximum of two page</u>s, single sided, single spaced. This assignment will be submitted to the course's Dropbox assignment folder.

Aligned Course Learning Outcomes: 1, 5

2. **Individual / Group Assignment: The Futures Triangle (20%)**
   Due Date: March 24, 2023 at **11:59pm**

Individually or in groups of 2-4, students will complete a futures triangle using the social simulation on climate migration shown in class. The futures triangle, as developed by Sohail Inayatullah, will include:

- The pull of the future of climate migration
- The weight of history of climate migration
- The push of the present of climate migration

A futures triangle template will be provided for students to help complete the assignment.

The document, in either Word, PowerPoint, or PDF format, will be a <u>maximum of 3 pages</u>, single sided, and single spaced. A minimum of 10 references, in APA 7 format are needed (e.g., journals articles, government reports, census and trends data, futurist websites, community-based policy documents, subject matter expert conversations, etc.). References can be listed on a separate page.

The use of plain language, infographics, and creative design and layout are encouraged for this assignment. The assessment rubric for this assignment will be posted on D2L. This assignment will be submitted to the course's Dropbox assignment folder.

Aligned Course Learning Outcomes: 1, 2, 5

3. **Individual / Group Assignment: A Social Equity Strategy (30%)**
   Due Date: April 6, 2023 at **11:59pm**

Individually or in groups of 2-4, students will develop a "Social Equity" strategy for an organization preparing for the future of climate migration, as described in the social simulation shown in class. This strategy will be developed using one of the transformative anti-colonial / anti-oppressive futures lenses learned in class (ex. Afrofuturism, Indigenous futurism, Feminist futurism, Queer futurism, Disabilities futurism, etc.).

This strategy will include, but not limited to:

- Purpose: Why your organization is developing an equity strategy and/or what are the motivating factors for an equity strategy?
- Background:

- A description of the liberated futurism used as a lens for the strategy *(centers an equity-deserving community)*
- A summary of demographic data and issues that could be faced by the selected equity-deserving community during climate migration
- Definitions: Descriptions of key terms in your strategy
- The vision and mission statements of the equity strategy
- Anti-oppressive guiding principles + their descriptions
- Strategic focus areas with long term strategic objectives and SMART goals
- At least one proposed action item or initiative for each strategic focus area

The document, in either Word, PowerPoint, or PDF format, will be a maximum of 10 pages, single sided and single spaced. A minimum of 10 references, in APA 7 format are needed (e.g., journals articles, government reports, census data, futurist websites, community-based policy documents, subject matter expert conversations, etc.). References can be listed on a separate page.

The use of plain language, infographics, and creative design and layout are encouraged for this assignment. The assessment rubric for this assignment will be posted on D2L. This assignment will be submitted to the course's Dropbox assignment folder.

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

4. **Individual Assignment: Three Discussion Board Postings (30%)**
   Due date: April 12, 2023 at **11:59pm**

Class attendance, participation, and required and recommended readings are essential components of this course. Consistent with the tenets of reflective practice, at during any time in the semester, students will be required to post three substantial insights from any of the class sessions or learning materials and how they might apply those insights to their personal social work practice and policy.

The three separate postings should be concise and focused on a specific topic learned in class. All discussion posts should be a minimum of 150 words and a maximum of 250 words. The assessment rubric for this assignment will be posted on D2L.

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

Summary of Assignments:

Assignments	Due Date	% Final Grade	Grouping for Assignment
Assignment 1: Signals of Change	March 10, 2023	20%	Individual
Assignment 2: Futures Triangle	March 24, 2023	20%	Individual/Group
Assignment 3: Social Equity Strategy	April 7, 2023	30%	Individual/Group
Assignment 4: Three Discussion Board Posts	April 12, 2023	30%	Individual

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations and follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement. 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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments must be submitted to the D2L course drop box no later than 11:59pm on the due date. Instructions for each assignment format will be given on D2L. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Sonu Naidu Assignment 2). Please ensure that the proper version of your assignment is submitted and keep a copy of each submission.

LATE ASSIGNMENTS

If you cannot meet the deadline for an assignment, please communicate this to your instructor as early as possible. Adjustments to the deadline may be made for good reason and at the instructor's sole discretion. Unless arranged otherwise, assignments submitted after the deadline will be **downgraded by 2%** of the assignment grade per day, including weekends, holidays, and weekdays. If an assignment is submitted after the deadline, even with an approval for an extension, extensive feedback will not be provided.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on the quality of writing. This includes grammar, punctuation, sentence structure, as well as general clarity and organization. APA 7th Edition referencing is required, and APA 7th Edition will be the basis of assessing style, grammar, and citations. You may consider the following source for guidance: https://owl.english.purdue.edu/owl/resource/560/01/.

To cite Indigenous knowledge, check out a resource from the University of Alberta: https://news.library.ualberta.ca/blog/2022/01/27/citing-indigenous-elders-and-knowledge-keepers/

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

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course. 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.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings will be provided to students in 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