



**Fall 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 304 L04</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Diversity and Oppression Theme Course		
<b>Dates and Time</b>	Start of Classes: Tuesday, September 5, 2023 End of Classes: Friday, December 22, 2023 Dates and Time: Mondays, 5pm – 8pm MT Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Lateef Habib, MScSW, RCSW	<b>Office Hours</b>	As Requested,
<b>UCalgary E-mail</b>	<a href="mailto:lateef.habib@ucalgary.ca">lateef.habib@ucalgary.ca</a>	<b>UCalgary Phone</b>	N/A

**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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), 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

This course examines diversity, colonization, oppression, and intergroup relations associated with the practice of social work in rural, remote, and Indigenous communities. Anti-oppressive frameworks will be introduced for understanding the processes associated with social justice.

## COURSE DESCRIPTION

Experiences such as racism, colonization, classism, sexism, heterosexism, ableism, and ageism intersect at individual, interpersonal, institutional, and systemic levels and create barriers to the realization of social justice. By critically analyzing social work practice in the framework of diversity, power and oppression, this course seeks to develop the linkages between social work practice and social justice in a holistic framework.

The course aims to create a respectful and engaging environment in which students can increase their knowledge and understanding of diversity issues and their implications for social work practice. It addresses the intersection between diversity, oppression, social justice, and social work at the personal, cultural, and structural levels. It will support students in integrating theoretical and conceptual understandings of diversity and oppression to real life practice situations. The course will also enable students to critically examine their own social location and positionality through critical reflection of their experiences, beliefs, and values. This awareness in relation to diversity is fundamental to the practice of social work. Students will also examine issues related to human development, social determinants of health, social policy, and social action in the context of diversity and social justice issues.

Co-Requisite: This course is taken concurrently with SOWK 305 – Diversity and Oppression Portfolio course.

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 an alternative participatory activity (i.e. submit a brief reflection, and actively contribute to the follow-up online discussions).

There will be 8 synchronous Zoom sessions throughout the term, as indicated in the course schedule, and each will be recorded.

## COURSE LEARNING OUTCOMES

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

1. Identify their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
2. Understand the role social structures can play in limiting human and civil rights and employ

professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.

3. Recognize diversity and difference as a crucial and valuable part of living in a society.
4. Describe how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on individuals and groups and strive to end these and other forms of social injustice.
5. Understand how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.
6. Discuss social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
7. Describe social policy implications for northern, rural, and Indigenous communities.

## LEARNING RESOURCES

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

Dumbrill, G. C. & Yee, J. Y. (2018). *Anti-Oppressive Social Work*. OUP Canada.

Additional module readings (outlined below) are available for students through D2L.

#### **Module 1 Readings: Diversity, AOP, Generalist Practice**

From the textbook:

- Chapter 1 – What are oppression and anti-oppression?
- Chapter 2 – Thinking critically about what we know and how we know it.

Other chapters/journal articles:

Young, I. M. (2014). Five faces of oppression. In S. N. Asumah, & M. Nagel (Eds.). *Diversity, social justice and inclusive excellence: Transdisciplinary and global perspectives* (pp. 3-32). State University of New York Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3408886>

#### **Module 2 Readings: Embracing Differences**

From the textbook:

- Chapter 3: Thinking Critically about Power and Politics

Other chapters/journal articles:

- Esposito, L., & Romano, V. (2016). Benevolent racism and the co-optation of the Black Lives Matter movement. *The Western Journal of Black Studies*, 40(3), 161-173. <https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/scholarly-journals/benevolent-racism-co-optation-black-lives-matter/docview/2049976066/se-2?accountid=9838>
- Mapp, S., McPherson, J., Androff, D., & Gatenio Gabel, S. (2019). Social Work Is a Human Rights Profession. *Social Work*, 64(3), 259–269. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/sw/swz023>
- Mullaly, B. & West, J. (2019). The “web”: The multiplicity of, intersectionality, and heterogeneity of oppression and privilege. In B. Mullaly & J. West, *Challenging oppression and confronting privilege* (3<sup>rd</sup> ed., p. 198 – 218 only). Don Mills, ON; Oxford. (PDF on D2L)

### **Module 3 Readings: Human Development & Environments**

Other chapters/journal articles

- Greene, R. R., & Schriver, J. M. (2016). Human behavior and the social environment: An ecological base. *Handbook of human behavior and the social environment* (pp. 17-34). New Brunswick, NJ: Transaction. <https://bit.ly/37vNpxX>
- Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2018). Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science*, 24(1), 6–36. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10888691.2017.1398650>
- Simard, E., & Blight, S. (2011). Developing a culturally restorative approach to Aboriginal child and youth development: Transitions to adulthood. *First Peoples Child & Family Review*, 6(1), 28-55. <https://doi-org.ezproxy.lib.ucalgary.ca/10.7202/1068895ar>

### **Module 4: Social Determinants of Health**

- Greenwood, M. L., & de Leeuw, S. N. (2012). Social determinants of health and the future well-being of Aboriginal children in Canada. *Paediatrics & Child Health*, 17(7), 381-384. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/pch/17.7.381>
- Etowa, J., & Hyman, I. (2021). Unpacking the health and social consequences of COVID-19 through a race, migration, and gender lens. *Canadian Journal of Public Health*, 112(1), 8-11. <http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.17269/s41997-020-00456-6>
- Pega, F., & Veale, J. F. (2015). The case for the World Health Organization’s commission on Social Determinants of Health to address gender identity. *American Journal of Public Health*, 105(3), e58–e62. <https://doi.org/10.2105/AJPH.2014.302373>

### **Module 5: Colonization & Decolonization**

From the textbook:

- Chapter 7: From Colonization to Decolonization.

Other chapters/journal articles

- Absolon, K. (2020). Indigenous wholistic theory: A knowledge set for practice. *First People Child & Family Review*, 14(1), 74-87. <https://doi.org/10.7202/1068933ar>

Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First People Child & Family Review*, 14(1), 137-152.

<https://doi.org/10.7202/1069347ar>

Fortier, C., & Hon-Sing Wong, E. (2018). The settler colonialism of social work and the social work of settler colonialism. *Settler Colonial Studies*, 9(4), 437–456.

<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/2201473X.2018.1519962>

Kimmerer, R. W., Smith, M. G., & Neidhardt, N. (2022). An invitation to remember in *Breeding Sweetgrass*, (pp. 10-15). Lerner Publishing Group.

### **Module 6 Readings: Social Justice & Social Policy**

From the textbook:

- Chapter 12 - How to Do Anti-Oppression at Organizational and Policy Levels

Other book chapters/journal articles

Jewell, E. & Mosby, I. (2022, December 18). *Legacy in Calls to action accountability: A 2022 status update on reconciliation?* (pp. 17 – 31). *Yellowhead Institute*. <https://yellowheadinstitute.org/wp-content/uploads/2022/12/TRC-Report-12.15.2022-Yellowhead-Institute-min.pdf>

Klammer, U., Leiber, S., & Leitner, S. (2022). Introduction: Social work and the making of social policy in *Social Work and the Making of Social Policy*, (pp. 1-18). Cambridge University Press.

Meer, N. (2019). The wreckage of white supremacy. *Identities*, 26(5), 501-509.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/1070289X.2019.1654662>

### **Module 7: Social Action**

From the textbook:

- Chapter 10: Without Service Users' Theory There Is No Anti-Oppression

Other book chapters/journal articles:

Grain, K. M. (2017). The social justice turn: Cultivating “Critical Hope” in an age of despair. *Michigan Journal of Community Service Learning*, 23(1), 45-59. 10.3998/mjcsloa.3239521.0023.104

Goulet, S. (2018). From racism to reconciliation: Indigenous peoples in Canada. In Este, D., Lorenzetti, L., & Sato, C. (Eds.), *Racism and anti-racism in Canada*. Fernwood Publishing. (PDF on D2L)

### **Module 8: Summary & Integration**

No assigned readings

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

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

## RELATIONSHIP TO OTHER COURSES

SOWK 304 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 305: Social Work Diversity and Oppression Portfolio Project.

## CLASS SCHEDULE

### Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

### Course Schedule

This course is delivered fully online and is divided into eight modules. We will work through the modules together, so that we can maximize our learning from each other. Each of the modules will include a variety of learning activities, which may include assigned readings, D2L discussion boards, films, Zoom class sessions, recorded presentations, guest speakers, etc. A full list and description of each activity in each module will be listed on the D2L site for the course.

### ***D2L Discussions***

Our discussions in D2L are a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. Discussion postings remain on the site for the duration of the course, although I expect your contributions to the discussion board to be timely to the unit being discussed by the class.

### ***Zoom Class Sessions***

Zoom is a web conferencing program that will allow us to meet at specific times for a “live” web conference, so that we can have the opportunity to meet each other virtually and discuss relevant issues. There will be one Zoom session per module, for a total of eight Zoom sessions and students are expected to attend all sessions.

Module Dates	Module: Topics	Module: Zoom Sessions
Sep 5-15	Module 1: Diversity, AOP Generalist Practice	Mon, Sep. 11, 5 - 8pm MST
Sep 16-27	Module 2: Embracing Differences	Mon, Sep. 25, 5 - 8pm MST

Sep 28-Oct. 10	Module 3: Human Development & Environments	Mon, Oct. 2, 5 - 8pm MST
Oct 11-23	Module 4: Social Determinants of Health	Mon, Oct 16, 5 - 8pm MST
Oct 24-Nov 3	Module 5: Colonization & Decolonization	Mon, Oct. 30, 5 - 8pm MST
Nov 4-Nov 12	Module 6: Social Justice & Social Policy	Mon, Nov 6, 5 - 8pm MST
<b>Nov 12-18</b>	<b>Term Break</b>	<b>No Classes</b>
Nov 19-Dec 1	Module 7: Social Action	Mon, Nov 20, 5 - 8pm MST
Dec 2-10	Module 8: Summary & Integration	Mon, Dec 4, 5 - 8pm MST

**Instructional Hours**

Synchronous Zoom Sessions – 24 hours (see timetable above)

Asynchronous Activities

- View lectures/Ted Talks/podcasts – (8 hours)
- Participation in online discussion forms – original posts related to Assignment 2 (3 hours)
- Application of class material to case studies and/or reflective activities (4 hours)

**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.

## ASSESSMENT COMPONENTS

### 1. Integrative Module Assignments – 75%. Due on the last day of each module

At the end of each module or two modules, students will complete brief assignments (750-1000 words, as listed below) integrating key content from each module or set of modules. The focus of these assignments is on critical reflection, analysis, and application of theory to practice. Each assignment will be described more fully within each module. Briefly, they are:

- Module 1 & 2 – My Identity, Social Work and Social Justice (15%) – Reflection paper (750–1000 words) or video presentation/podcast (5 – 7 minutes). **Due Date:** 11:59pm on Sep 27<sup>th</sup>
  - Aligned Course Learning Outcomes: 1, 3
- Module 3 & 4 – Case Analysis (20%) – Paper (750-1000 words) or video presentation/podcast (5-7 minutes). **Due Date:** 11:59pm on Oct 23<sup>rd</sup>
  - Aligned Course Learning Outcomes: 4, 5
- Module 5 – Reflections on colonization & decolonization (20%) – Paper (750-1000 words) or video presentation/podcast (5-7 minutes). **Due Date:** 11:59pm on Nov 3<sup>rd</sup>
  - Aligned Course Learning Outcomes: 2, 3, 4
- Module 6 & 7 – Social action letter on social policy issue (20%) – 750-1000 words. **Due Date:** 11:50pm on Dec 1<sup>st</sup>.
  - Aligned Course Learning Outcomes: 5, 6, 7

### 2. Participation (25%) – Self-evaluation due by December 8<sup>th</sup>, 11:59pm

The participation grade awards you marks for your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on the following elements:

- Your active engagement and participation in the D2L discussion boards. You are expected to contribute at least 2 postings per module to the discussion boards. One of these posts needs to be an original post and the other a reply to a peer in your class. Issues relating to diversity, oppression and social justice are often thought-provoking, challenging and absorbing. Thus, I expect that we will be engaged in discussions frequently. Keep in mind that just logging on is not the same as actively participating. Assessment of posts will be based on timeliness, relevance, and quality. Quality of postings will be assessed based on the depth of the contribution – therefore, postings that reflect application of ideas, combination of concepts, evaluation, critique, etc. will be graded higher than those that restate or repeat information. Postings to the discussion board should demonstrate a scholarly contribution to issues being discussed in class. I expect you to be open about your reactions to topics and respectfully challenge one another. I also encourage and expect you to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance, and importance to you.
- Your attendance and active participation in the Zoom sessions. You are expected to attend and participate in all eight Zoom sessions for the course. If you must miss a session for a valid reason, please contact me prior to the session to notify me and arrange a make-up assignment. A second missed Zoom session will result in participation grades (1.5 marks per missed session) being deducted from this component of the course.

At the end of the term, submit a self-evaluation (1-2 pages) of course participation in which you assess your contribution to course activities. Your participation mark will be based on your ongoing timely presence in the different aspects of the course and your self-evaluation. Marks will be assigned as follows:

- Modules 1-7 discussion boards (minimum 2 postings per module) = 13 marks
- Zoom sessions (attendance and active participation in 8 Zoom sessions) = 12 marks

**Aligned Course Learning Outcomes: 1 – 7**

- **The final participation grade is determined by the instructor after review of student recommendation.**

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox folders in D2L. Written assignments may be submitted in Word format. Video presentation and/or podcast assignments may be submitted in Mp4/Mp3 formats. An assignment should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2).

Assignments will be submitted by 11:59 pm on their due dates.

### **LATE ASSIGNMENTS**

All students will be offered a 4-day universal extension. This means that you may submit your assignment up to 4 days late for any reason without penalty. You do not need to inform the instructor if you use this option. Any assignments submitted using the universal extension will not receive extensive written feedback. Any assignments submitted more than 4 days after the due date will be subject to a 5% grade penalty each day.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing/presentation skills. Writing/presentation skills include not only the mechanics of writing (e.g., grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 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 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	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section <a href="#">F.1.3</a> for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

## COURSE EVALUATION

Student feedback will be sought throughout the course through anonymous surveys and 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 readings for this course can be found on the D2L site.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary'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
- Emergency Evacuation/ Assembly Points
- Safewalk