



**UNIVERSITY OF CALGARY**  
FACULTY OF SOCIAL WORK

**Fall 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 305 S03</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Diversity and Oppression Portfolio Project</b>		
<b>Dates and Time</b>	Time: Synchronous Zoom Sessions, Wednesdays 6:00 PM to 8:00 PM MST Dates: Sept 13 & 27, Oct 18, Nov 1 & 22, Dec 6 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Sheliza Ladhani, PhD	<b>Office Hours</b>	By request
<b>UCalgary E-mail</b>	<a href="mailto:sheliza.ladhani@ucalgary.ca">sheliza.ladhani@ucalgary.ca</a>	<b>UCalgary Phone</b>	Email only

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

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

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), 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](#).

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<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

Individual preparation of a self-directed portfolio as an expression of the student's own critical analysis of diversity, oppression, and social justice in relation to the local context. Honouring the student's prior learning experiences by acknowledging and incorporating aspects of that learning in the development of the project.

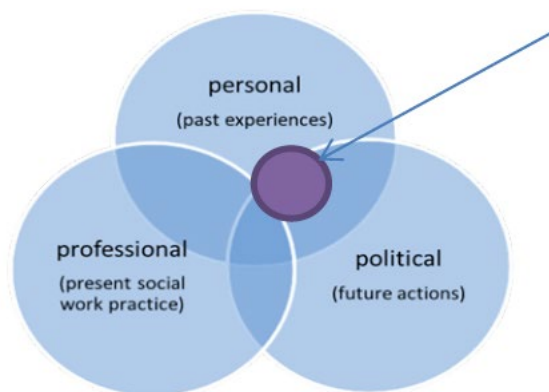
Course Hours: 3 units; (1S-2T)

Prerequisite or Corequisite: Social Work 304

## COURSE DESCRIPTION

Drawing from prior learning and life experiences, as well as the themes and content from SOWK 304, students in SOWK 305 are invited to explore and reflect on diversity and oppression as experienced in relationship to their environments/systems and the people around them. Students will explore the core spheres of social work practice: personal, professional, and political in relation to reflexive practice. Through the completion of three assignments utilizing diverse literacies and approaches, students will demonstrate reflexive understanding of diversity and oppression, colonization, decolonization, and reconciliation. Reflective writing and project design will be shaped by experiences and understandings about aspects of the social or physical world and social work practice.

**Figure 1 – Reflexive Anti-Opressive Social Work Practice Portfolio Linkages**



D. Badry (2014)

The theme course (Social Work 304) provides students with a foundation of theoretical knowledge related to diversity and oppression to inform ethical and effective professional social work practice. **In SOWK 305, students are encouraged to make connections with their learning in SOWK 304 and to further advance their learning about topics of interest related to diversity and oppression.** Students will be encouraged to engage in critical inquiry and value and explore diverse ways of knowing.

Throughout the course, students will engage in a variety of learning activities, including dialogue, critical reflection, reflexivity, knowledge creation, and social justice-oriented action. SOWK 305 will involve participating in module learning activities (e.g., module readings, recorded lectures, and participating in asynchronous and synchronous discussions) and the completion of two additional integrative assignments (outlined below). Students will enrich their professional practice frameworks by integrating

new understandings of diversity and oppression gleaned in SOWK 304 and SOWK 305. Students will apply critical thinking skills by formulating personally and professionally meaningful questions to guide their learning in the course.

### COURSE LEARNING OUTCOMES

Through successful completion of this course, students will:

1. Articulate knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.
2. Examine and critically reflect on how their own identities, social locations, personal and professional contexts, biases, assumptions, and perspectives influence their approach to social work practice.
3. Critically assess the social, historical, economic, Indigenous, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
4. Apply critical thinking, critical reflection, and reflexivity to identify and address structural sources of injustice and inequalities in the context of a Canadian society, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
5. Apply knowledge of colonization/decolonization, reconciliation, and diversity/oppression within a social work practice framework.
6. Identify and evaluate limitations of own knowledge and understanding of the history of Indigenous peoples and communities in Canada and proceed to address these by formulating questions to guide self-directed learning.
7. Interpret SOWK 304 and SOWK 305 course teachings and explain how they have contributed to their understanding of diversity of diversity and oppression.

### LEARNING RESOURCES

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

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

#### **Module 1:**

Makokis, L., Kopp, K., Bodor, R., Veldhuisen, A., & Torres, A. (2020). Cree relationship mapping: nêhiyaw kesi wâhkotohk–how we are related. *First Peoples Child & Family Review*, 15(1), 44-61.  
Sage and Sweetgrass. (2017, June 22). *ohtisiy*. [Video]. YouTube.  
[https://www.youtube.com/watch?v=tlO7R\\_3CXT8&t=1s](https://www.youtube.com/watch?v=tlO7R_3CXT8&t=1s)

Gesturing Toward Decolonial Futures Collective. (n.d.). *Why I can't hold space for you anymore*. DecolonialFutures. Retrieved from: <https://decolonialfutures.net/portfolio/why-i-cant-hold-space-for-you-anymore/>

Tyler, S., Ladhani, S., Pabia, M., & McDermott, M. (2022). Animating pedagogies of discomfort and affect for anti-racism and decolonizing aims in social work education. *Teaching in Higher Education*, 1-14.

## **Module 2:**

Lacombe-Duncan, A., Jadwin-Cakmak, L., Trammell, R., Burks, C., Rivera, B., Reyes, L., Abad, J., Ward, L., Harris, H., Harper, G. W., & Gamarel, K. E. (2022). "...Everybody else is more privileged. Then it's us...": A qualitative study exploring community responses to social determinants of health inequities and intersectional exclusion among trans women of color in Detroit, Michigan. *Sexuality Research and Social Policy*, 19(4), 1419–1439.

Lorde, A. (1984). *Sister outsider: Essays and speeches*. The Crossing Press.

- The Master's Tools Will Never Dismantle The Master's House

Mingus, M. (2019, January 9). *Transformative justice: A brief description*. Leaving Evidence. Retrieved from: <https://leavingevidence.wordpress.com/2019/01/09/transformative-justice-a-brief-description/>

Hayes, K. (Host). (2023, April 20). Let this conversation with Mariame Kaba radicalize you [Audio podcast episode]. In *Movement Memos*. Truthout. <https://truthout.org/audio/let-this-conversation-with-mariame-kaba-radicalize-you/>

## **Module 3:**

Hayes, K. (Host). (2023, May 18). Palestinian organizers: We honor our grief by practicing hope [Audio podcast episode]. In *Movement Memos*. Truthout. <https://truthout.org/audio/palestinian-organizers-we-honor-our-grief-by-practicing-hope/>

Hayes, K. (Host). (2022, May 26). Hope is not a given. We must cultivate it together. [Audio podcast episode]. In *Movement Memos*. Truthout. <https://truthout.org/audio/hope-is-not-a-given-we-must-cultivate-it-together/>

Hersey, T. (2018, January 5). *Naps as a VISION space for healing*. The Nap Ministry. Retrieved from: <https://thenapministry.wordpress.com/2018/01/>

hooks, b. (2000). *All about love: New visions*. William Morrow.

- Ch 6: Values: Living By a Love Ethic

## **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 305 is a required course for the VLC BSW program and is taken concurrently with SOWK 304.

## 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)

As a VLC course, SOWK 305 requires students to engage with modules that contain asynchronous (education at the student's pace) and synchronous (education in real-time; i.e., live Zoom sessions) learning activities with the aim of promoting inquiry-based learning and dialogues with instructors and co-learners. The inquiry-based learning approach honours students' diverse ways of knowing, as well as their abilities to reflect on their lived experiences, to generate knowledge, and to critically reflect on social work research. Following a brief orientation, students will progress through three modules.

Module Dates	Zoom Session	D2L Module Topics, Asynchronous Activities & Assignments	Assignment Due Dates
<u>Module 1:</u> Sept 13-Oct 3	Sept 13	<ul style="list-style-type: none"> <li>• Introduction(s) and Course Orientation</li> <li>• Diversity and oppression learning activities and discussion</li> <li>• Asynchronous learning activities, formulation of social justice project proposal and exploration of concepts, terms, topics, issues and themes related to diversity and oppression.</li> </ul>	Module 1 post – due Sept 19 <sup>th</sup>
	Sept 27		
<u>Module 2:</u> Oct 4-Oct 31	Oct 18	<ul style="list-style-type: none"> <li>• Diversity and oppression learning activities and discussion</li> <li>• Asynchronous learning activities and self-directed exploration of concepts, terms, topics, themes, and curated resources related to diversity and oppression.</li> </ul>	Project Proposal – due Oct 4 <sup>th</sup>  Module 2 post – due Oct 31 <sup>st</sup>
<u>Module 3:</u> Nov 1-Dec 6	Nov 1	<ul style="list-style-type: none"> <li>• Diversity and oppression learning activities and discussion</li> <li>• Asynchronous learning activities and self-directed exploration of concepts, terms, topics, themes, and curated resources related to diversity and oppression, colonization/decolonization, reconciliation and the history of Indigenous Peoples and communities in Canada.</li> </ul>	Module 3 post – due Nov 30 <sup>th</sup>
	Nov 22		Portfolio Project – due Dec 6 <sup>th</sup>

	Dec 6	<ul style="list-style-type: none"> <li>This module will focus on the thinking through and completion and sharing of social justice portfolio projects (Assignment 3b)</li> <li>Summary, integration, and reflection</li> </ul>	
			Final Reflection – due Dec 7 <sup>th</sup>

## 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

Summary of Assignments	Due Dates	Weight
1. Participation & Engagement (3 x 10% per module)	Sept 19, Oct 31, & Nov 30	30%
2. A Letter to Discomfort	Oct 25 <sup>th</sup>	25%
3A. Diversity and Oppression Portfolio Project Proposal	Oct 4 <sup>th</sup>	10%
3B. Diversity and Oppression Portfolio Project	Dec 6 <sup>th</sup>	30%
4. Final Reflection	Dec 7 <sup>th</sup>	5%

**Assignment 1: Participation & Engagement (30% - 10% per module) – Due by Sept 19, Oct 31 & Nov 30**  
**Aligned Course Learning Outcomes:** 1,2,3,4

Assessment of participation will include Zoom session attendance and the completion of asynchronous learning activities, including three discussion board posts and three replies to peers. Asynchronous discussion forum topics will be based on the module readings and learning activities. Participation will be graded based on the extent and quality of your original discussion posts and response posts. For each module, minimum participation will involve the following:

- Attendance and engagement in module Zoom session(s)
- A minimum of 1 main post (250-300)
- A minimum of 1 response to peers (150 - 200 words each)

Quality and coherence of contributions, evidence of critical reflection and reflexivity, contributing to collective learning and furthering dialogue will be standards for grading. Detailed descriptions of the expectation for each discussion forum/reply will be provided on D2L, briefly they are:

- Module 1: Situating Yourself Through the Teachings of *ohtisiy* – **Due by Sept 19<sup>th</sup>**
- Module 2: Application of Social Determinants of Health Lens – **Due by Oct 31<sup>st</sup>**
- Module 3: Cultivating & Nurturing Critical Hope – **Due by Nov 30<sup>th</sup>**

Please ensure that for each module you have attended and engaged in the Zoom sessions, completed your main *and* response post(s) on the respective D2L discussion board by the above due dates.

**Assignment 2: A Letter to Discomfort (25%) – Due by Oct 25<sup>th</sup>**

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

The difficulty of experiencing oppression and/or facing unconscious privileges, complicity with dominant ideologies, and resistance to (un/re)learning can elicit both emotional (i.e., fear, anger, aggression, sadness, guilt, apathy) and bodily (i.e., tension, pain, numbness) responses of discomfort. There will be moments during this learning journey when discomforts and difficult emotions will surface as we confront systemic violence and oppressive realities. Engaging in reflexivity requires sitting with and speaking to the bodily responses that come up for us, to better understand how this takes hold in our bodies and what might be underlying our discomforts and difficult emotions. Western systems and ideologies often reinforce the divide between mind and body, as we are socialized into valuing knowledge of the mind, while containing and repressing emotional responses and the knowledge that is held within the body, heart, and spirit.

As a refusal or interruption of dominant ideologies, this embodied assignment invites you to attend to how (un/re)learning takes place within and through the mind, body, spirit and heart. For this assignment, you are asked to write a letter to your discomfort. The medium of a letter allows for intimate and vulnerable exploration and expression of the self, and your social positionings and experiences of living/moving in this world. In this letter, you are asked to speak with the difficult emotions and discomforts you may be experiencing throughout SOWK 304 and 305.

In writing to Discomfort as a living, breathing being, you are invited to explore the following questions with them as you craft your letter:

- Where in the body does Discomfort live/visit? How/what do they make you feel? (e.g., tightening of the jaw, racing heart, a squirmy feeling in the gut etc.)
- What causes Discomfort to surface? When do they reveal themselves to you? (e.g., experiences/reminders of everyday encounters of oppression, confronting inherited privileges and complicities, bearing witness to difficult realities etc.)
- How might you speak to and work with Discomfort to help guide and navigate you through those difficult moments when they arise?
- What is Discomfort asking you to learn or pay attention to?

Please ensure that your letter is within the word limit of 600-800 words, and that it is submitted to the D2L dropbox by **11:59pm on October 25<sup>th</sup>**. If you are engaging or referencing materials and/or resources, please include a reference list and cite sources according to APA 7<sup>th</sup> edition format.

**Assignment 3: Social Justice Diversity and Oppression Portfolio Project (40%): Part A (10%) – Due by Oct 4<sup>th</sup> / Part B (30%) – due by Dec 6<sup>th</sup>**

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

The purpose of the assignment is for students to apply their knowledge about diversity and oppression via the creation of a social justice portfolio project that demonstrates or represents their learnings from SOWK 304 and SOWK 305. Students will examine their understanding of a specific topic, theme or issue related to diversity or oppression and demonstrates social justice/transformational-oriented action in response to a specific topic, theme, or issue.

**Part A: Social Justice Diversity and Oppression Portfolio Project Proposal (10%) – Due Oct 4<sup>th</sup>**

This proposal will serve as a guide for your exploration of a specific topic, theme, or issue related to diversity and oppression. This will involve mapping out areas and questions of interest, sources of knowledge you may draw upon, social justice praxis possibilities, as well as ideas for how/what you will create for your portfolio project (Part B). A template will be provided to guide the creation of the proposal on the first day of class and posted to D2L.

Please submit your completed proposal to the D2L dropbox folder by **11:59pm on October 4<sup>th</sup>**.

**Part B: Social Justice Diversity and Oppression Portfolio Project (30%) – Due December 6<sup>th</sup>**

This project is intended to be creative in both form and content. The assignment requires students to envision creative possibilities for social justice praxis in action and to design or create a project that involves or facilitates awareness, understanding and/or action. This project embraces different ways of knowing, being, and doing, as action towards more just presents and futures can be taken up in a variety of forms and mediums ( e.g., visual arts, storytelling, poetry, performance, experiential, speculative fiction, podcasts, guided exercises, resource/practice guides, social movement awareness/educational materials, solidarity and community building practices etc.)

Your portfolio project should consider the following :

- Be an exploration of a topic, issue, or lived experience related to diversity and oppression that is personally meaningful.



- Critically examines and offers learnings/insights about an issue, topic, community, or experience that attends to the impacts of oppression, examples of resistance and survival, and/or radical hope
- Engages experiential, embodied, reflexive, and scholarly knowledges
- Creatively engages theory and practice that informs the social justice action(s)
- Evokes a sense of response-ability for social work(ers) to engage in the struggle towards social justice

Please submit your completed social justice diversity and oppression project along with reference list (APA 7<sup>th</sup> edition format) to the D2L dropbox folder by **11:59pm on December 6<sup>th</sup>**

#### **Assignment 4: Final Reflection (5%) – Due Dec 7<sup>th</sup>**

**Aligned Course Learning Outcomes:** 3, 5, 6

As a way to integrate and reflect on learnings across the course, students are asked to write a 250-350 word or a 5-minute audio/visual reflection that attends to the experience of creating their portfolio project, pivotal learning moments, moving with/through discomfort, how your understanding of diversity and oppression may have shifted/deepened, and what the implications are for your current and future practice.

Please submit your written and/or audio/visual reflection to the respective D2L dropbox folder **by 11:59pm on December 7<sup>th</sup>**.

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

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

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox folders in D2L. Text-based assignments may be submitted in Word or PDF format. An assignment should have a file name as follows: “Full name and assignment number” (e.g., Sheliza Ladhani Assignment 2). Assignments will be submitted by 11:59 pm on their due dates. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

#### **LATE ASSIGNMENTS**

Late assignments will be accepted at the discretion of the instructor. Alternative arrangements must be made with the instructors at least 24 hours **prior** to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

#### **EXPECTATIONS FOR WRITING**

Written and text-based assignments will be assessed partly on writing skills. Writing skills include not only the mechanics of writing (e.g., grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

## **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	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.	
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## COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

Additional suggested readings will be posted to D2L.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary’s [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

### Academic Accommodation

It is the student’s responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to

their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

### **Research Ethics**

“If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

### **Academic Misconduct**

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

### **Instructor Intellectual Property**

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

### **Other Important Information**

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk